# DOCUMENT RESUME

ED 398 772 HE 029 199

| | |
|---|---|
| AUTHOR | Brigham, Steven, Ed.; Carusone, Deborah DeMarche, Ed. |
| TITLE | Roadmap to Resources. Sources and Tools for CQI Implementation. |
| INSTITUTION | American Association for Higher Education, Washington, D.C. |
| PUB DATE | 96 |
| NOTE | 120p. |
| AVAILABLE FROM | American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110 ($18 members; $20 non-members). |
| PUB TYPE | Guides - Non-Classroom Use (055) -- Reference Materials - Bibliographies (131) -- Reference Materials - Directories/Catalogs (132) |
| EDRS PRICE | MF01 Plus Postage. PC Not Available from EDRS. |
| DESCRIPTORS | Audiotape Recordings; *Awards; *Change Agents; Computer Software; Conferences; Educational Quality; Higher Education; *Information Dissemination; Professional Associations; Program Development; *Program Guides; *Quality Control; *Reading Materials; Total Quality Management; Videotape Recordings |
| IDENTIFIERS | *Continuous Quality Improvement; Malcolm Baldrige National Quality Award |

ABSTRACT

This book, based on the experiences of institutions of higher education, lists print, nonprint, and organizational resources to assist colleges and universities involved in Continuous Quality Improvement (CQI) efforts. The book has 12 sections which provide: (1) an annotated list of campus documents from nearly 100 college campuses putting CQI into practice; (2) a list of books, articles, reports, and papers on CQI; (3) a list of associations concerned with CQI; (4) a list of audio cassettes from four conferences on CQI; (5) a description of 14 campuses with centers offering training in total quality management and/or CQI; (6) a listing of conferences focused on quality in higher education; (7) a listing of CQI sources on the Internet; (8) descriptions of nearly 40 journals, newsletters, and magazines focused on CQI; (9) information on the Malcolm Baldrige National Quality Award program and 20 similar state quality awards; (10) a list of 20 software programs useful for CQI-related activities; (11) a description of over 25 articles featuring the use of CQI tools; and (12) a list of companies that distribute and/or produce CQI and organizational change videos. The appendix lists presentations at the 9th American Association of Higher Education (AAHE) Conference on Assessment in Higher Education and describes two quality initiatives of the AAHE. (CK)

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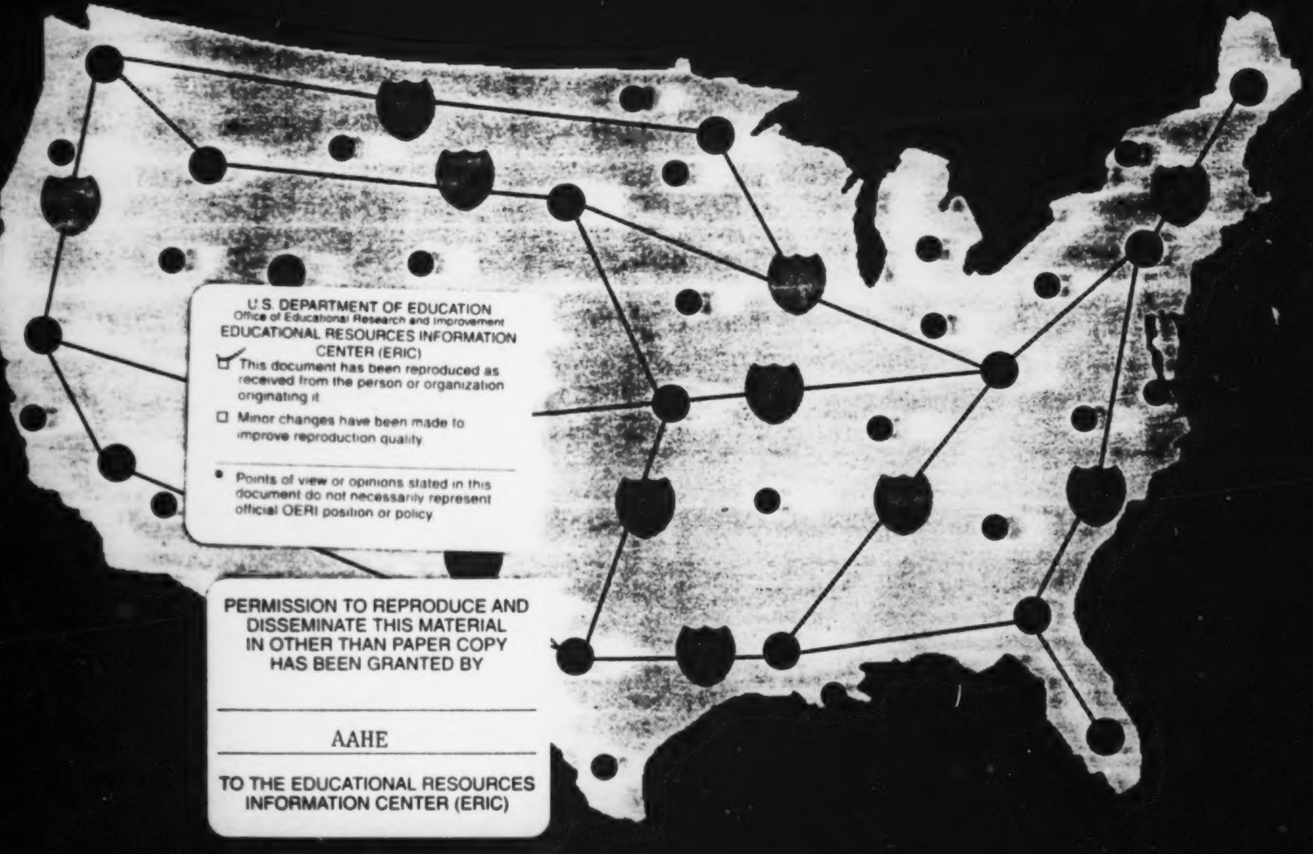
ED 398 772

# Roadmap to Resources:

## Sources and Tools for CQI Implementation



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# Roadmap to Resources

## Sources and Tools for CQI Implementation

Steven Brigham and
Deborah DeMarche Carusone, editors

AAHE's Quality Initiatives

## Acknowledgements

The idea for this book originated more than two years ago as the AAHE CQI Project was being swamped with inquiries and requests for information on CQI. After putting the book on hold for a time, we started again in the fall of 1994. After another year of hundreds of phone calls, faxes, and still more phone calls, we had something we could call a "roadmap."

No book is the effort of just one or two people. The greatest credit here must go to Deborah DeMarche Carusone, who served as a graduate intern for nearly a year at AAHE. Without her perseverance, *Roadmap* would be just a collection of file folders. It is a great pleasure, then, to serve as co-editor with her. Special thanks should also be made to: Paul Katzman, an intern in 1993-1994, who gathered the first round of materials; Desire DuBose, who input many of the initial entries; Kendra Martin and Brooke Bonner, who adeptly assisted with the finishing touches; and, Bry Pollack, AAHE's director of publications, who guided us through to completion.

A final thanks should go to all of the "campus contacts," who not only volunteered to serve as the primary contact person for any readers who might pursue the campus' documents but also tolerated our multiple voice mail messages and inquiries.

Steve Brigham
Director
AAHE Continuous Quality Improvement Project

ROADMAP TO RESOURCES
Sources and Tools for CQI Implementation

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A publication of AAHE's Quality Initiatives. For more about AAHE and the project, see pages 120-121. Additional copies of this publication are available. For ordering information, contact:

Publications Orders Desk
American Association for Higher Education
One Dupont Circle, Suite 360
Washington, DC 20036-1110
ph 202/293-6440, x11, fax 202/293-0073

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# INTRODUCTION

It's almost a cliché in the quality improvement literature to describe quality as *a journey that never ends.* But it's nonetheless true. Take Motorola, for example, winner of the 1987 Malcolm Baldrige National Quality Award. Employees and leaders there will tell you that despite being viewed as quality *extraordinaires* by peer companies, Motorola has only just begun its journey. Faculty and administrators from Northwest Missouri State University, who were introduced to Continuous Quality Improvement (CQI) more than ten years ago, would argue the same. This is not to say these institutions haven't made great progress. To the contrary, in pursuit of continuous improvement in every part of an organization, people change, the areas of their work change, and ultimately the organization itself changes in remarkable ways. Instead, it is to point out that such a journey travels many roads, at times backtracks, occasionally demands a respite at the roadside, often requires more than one vehicle, and is always in pursuit of a destination that is ever receding.

With that perspective in mind, we have titled this book *Roadmap to Resources*. Filled with suggestions, recommendations, interesting reading material, and new possibilities for your endeavor with Continuous Quality Improvement, the book recommends hundreds of possible, yet temporary *destinations* along the road. If you wonder which associations include CQI in their programmatic agendas, or which Internet discussion groups focus on quality, you'll find it here. If you aren't sure whether published documents of faculty using CQI in the classroom exist, or whether CQI has been tried in campus libraries, you'll find useful citations. But our roadmap has its limitations. It won't, for example, lay out a perfect blueprint for your five-year restructuring plan (that hard work you'll have to do on your own).

Thus, we compiled this book with some trepidation. We built it as a way of answering the thousands of questions AAHE's CQI Project has fielded -- via phone, email, fax, and letter carrier -- since its creation in 1993. Quite honestly, it started off as an attempt to be "all things to all people." Naively, at first, we believed we could actually provide "all things." Alas, we were wrong. It has not been possible to include all of the kinds of information people request of us. Nor has it been possible, for example, to read every single article, view every video, or attend every conference listed here. You should proceed through this book with that caveat in mind.

To suggest a *roadmap* might imply to some that readers would be able to find everything they might need to know for a quality journey. And, in fact, that is what most people look for when they are *just starting out.* "Just tell me the four books I need to read," they say, "the two inspirational speakers who can mesmerize our faculty,... two consultants who can convince our administrators,... a satellite-video-based training seminar series that will get everybody up to speed immediately,... a surefire seven-step method for solving all of our problems,... a magical strategic plan that will help us move in leaps and bounds toward a bountiful future." Sorry to say, but there *ain't* no such thing. CQI provides no easy answers...but it does offer a challenging set of questions. Many of those questions get raised in the books, articles, videos, and other material that you will find in this book.

Perhaps you can think of this book as a county-wide map. As in any county, one of the most useful places for information and knowledge is the local library. Think of the sections in this book as a county-wide *network of libraries.* As such, each section of the book would constitute a specialty library in an individual township within the county. In each library you can find a specific set of resources – Internet discussion groups, for example – that only *that* library has available. Each library is incapable of offering all of the resources you might need, but collectively the libraries form an extensive set of resources that can serve multiple needs and constituencies on your campus. As in any county, certain libraries remain to be designed and built.

## Roadmap Structure

This *Roadmap*, then, has numerous "libraries, or sections" -- twelve to be exact. The first two sections are by far the longest, each running more than thirty pages. They are:

**Campus Documents** describes published and unpublished documents from nearly 100 campuses. We have placed it at the front because we believe the greatest source of new understanding for how to translate CQI into practice in higher education institutions is practitioners on campuses. You will gain your greatest insights from *them*, not from the latest training program nor from a video from the Juran Institute (although its videos are good).

**Books, Articles, Reports, and Papers** has two parts: materials related specifically to higher education and those for more general audiences. It is remarkable how much CQI literature for higher education has been published in the last three to four years. Some of the topical areas -- "CQI in the Classroom" -- are far more robust than others, "Leadership in Higher Education," for example.

The remaining ten sections are far smaller. They are as follows:

**Associations**
A listing, with contact information, of associations that have at least some focus on CQI issues.

**Audio Cassettes from Conferences**
A relatively small sampling of cassettes from four different conferences.

### Campus-Based Training Organizations

A description of fourteen campuses that have centers offering TQM/CQI training.

### Conferences

A section divided into two categories: conferences with a focus on quality in higher education and conferences focused on TQM/CQI in general.

### Internet

A listing of a dozen discussion groups (listservs), three bulletin boards, four information sites, and one electronic newsletter that have at least some focus on CQI.

### Journals and Newsletters

Brief descriptions of nearly forty journals, newsletters, and magazines that have a focus on CQI; about half are targeted to higher education and the rest to general audiences.

### Quality Award Programs

A brief description of and contact information for the Malcolm Baldrige National Quality Award program and the twenty or so state quality awards patterned after it.

### Software

A list of twenty software programs (for Macs, IBM-compatibles, and for both) that campus practitioners have found useful for various CQI-related tasks and activities.

### Tools

A description of more than twenty-five articles that feature the use of CQI tools: quality function deployment; longitudinal databases; statistical process control; hoshin planning; seven quality planning and management tools; and more. Includes examples of their use in higher education.

### Videos

A list of companies that distribute and/or produce CQI, teamwork, and organizational change videos.

## Landmarks

In a book with so many resources and citations, it becomes difficult to single out "must reads" and "must buys." Yet we are partial to a number of resources in *Roadmap*. Let us take the opportunity to briefly review them.

Dan Seymour has been one of the most prolific and articulate writers on quality in higher education. Three of his books are must reads: *On Q: Causing Quality on Campus; Once Upon a Campus*; and *High Performing Colleges: The Malcolm Baldrige National Quality Award as a Framework for Improving Higher Education*. The last in the list, *High*

*Performing Colleges*, is particularly timely and important; the Baldrige could emerge as one of the most important frameworks for bringing about institution-wide change in higher education. He also authored two excellent reports in the early 1990s: *Total Quality Management in Higher Education: A Critical Assessment* and *Total Quality Management in Higher Education: Clearing the Hurdles*.

Both Jossey-Bass, an old industry standard, and Prescott Publishing, a relatively new publisher, have published numerous books and monographs on CQI in higher education. Citations for these books can be found in the **Books, Articles, Reports, and Papers: CQI in Higher Education – Books** section.

Two newsletters are published monthly on the topic of quality in higher education, both being useful for ongoing contacts and resources. They are *TQM in Higher Education*, published by Magna Publications; and *The Chronicle of CQI*, published by Cornesky and Associates. Other journals and newsletters are also very useful, including these three: AAHE's bi-monthly *Change* magazine, *Assessment Update*, and *On the Horizon*. Outside higher education, there are many to especially recommend: *The Journal for Quality and Participation, The National Productivity Review, Quality Progress, Training*, and *Training and Development*. All can be found in the **Journals and Newsletters** section.

We have found too many worthwhile campus documents to pick out the best. However, a good starting point might be with those campuses that have been working hard on these ideas for a long time. Those campuses, listed in alphabetical order by state, are: Samford University (Alabama), Maricopa County Community Colleges (Arizona), University of Central Florida (Florida), University of Chicago (Illinois), University of Illinois-Chicago (Illinois), Eastern Iowa Community College District (Iowa), University of Maryland-College Park (Maryland), Babson College (Massachusetts), University of Michigan (Michigan), Northwest Missouri State University (Missouri), Rochester Institute of Technology (New York), St. John Fisher College (New York), Oregon State University (Oregon), The Pennsylvania State University (Pennsylvania), Belmont University (Tennessee), Fox Valley Technical College (Wisconsin), Milwaukee Area Technical College (Wisconsin), and University of Wisconsin (Wisconsin). All can be found in the **Campus Documents** section.

At the AAHE CQI Project, the greatest number of inquiries we receive is for examples of CQI in the classroom. The **Books, Articles, Reports, and Papers: CQI in Higher Education** section contains in the sub-section **CQI in the Classroom** a list of such materials. However, the best reference can be found in the sub-section **Assessment in Higher Education**. That reference, *Classroom Assessment Techniques: A Handbook for College Teachers*, by Thomas Angelo and K. Patricia Cross, is probably the most widely used book in starting classroom CQI efforts.

The National Association for College and University Business Officers (NACUBO) has featured numerous articles on TQM in higher education and probably has the best book on "reengineering" for higher education that we've been able to find. The book is *Business Process Redesign for Higher Education* by Jennifer Dowling Dougherty, et al. Look under **Books, Articles, Reports, and Papers: CQI in Higher Education – Reengineering in Higher Education.** Other higher education associations that have been involved in intelligently adapting CQI are AAHE (of course), the American Association for Community Colleges (it has a network called CQIN), and the Association for Institutional Research (AIR). There are also a few well-known associations promoting quality across multiple sectors: the American Society for Training and Development (ASTD), the American Society for Quality Control (ASQC), and the Association for Quality and Participation (AQP). All seven are listed in the **Associations** section.

If you are looking for books that talk more generally about quality management, leadership, organizational change and learning, and systems thinking, look for the citations on Russell Ackoff, Edward Lawler, Warren Bennis, Peter Block, Steven Covey, and Peter Senge. If you are looking to get up to speed with the quality "gurus," look for books by Philip Crosby, W. Edwards Deming, Kaoru Ishikawa, and Joseph Juran in the section **Books, Articles, Reports, and Papers on TQM – Writings from the "Gurus" of TQM.**

As for national conferences, we'd say, without boasting, that the best conference to attend is AAHE's annual Conference on Assessment & Quality. Outside of higher education, three organizations are well known for their excellent conferences on quality: AQP, Pegasus Communications (on systems thinking), and GOAL/QPC. Descriptions can be found in the **Conferences** section.

## Conclusion

It is remarkable how quickly the inventory of the literature and resources for CQI has grown just in the last few years. An attempt at a book like this three years ago would have yielded far less.

The interest in CQI continues to grow significantly in higher education, while its critics remain as vigorous as ever. We view both of these developments positively. It should never have been claimed that TQM or CQI had all the answers for academia to reinvent itself; they don't. But, on the campuses in which the ideas that CQI offers are seriously discussed, at times reinterpreted, and always earnestly worked on, CQI has a measurable and, we hope, in the end, lasting impact.

An ancient proverb holds that "every long journey begins with a single step." We hope we have been able to provide at least two or three.

# CAMPUS DOCUMENTS

This section contains a combination of published and unpublished documents illustrating the CQI efforts taking place at more than ninety-five campuses in the United States and Canada. Full bibliographical entries are given for the published documents, and a campus contact is provided for all unpublished materials. Brief descriptions follow each document entry.

The following contributed some of these annotations: Marvin Peterson and Kim Cameron, from the Center for the Study of Higher and Postsecondary Education at the University of Michigan (UMich); Shari Peterson, Sherry Schwartz, Patricia Kovel-Jarboe, and Michael Riehle, at the University of Minnesota (MN bib); Sharon McDade, at Teachers College at Columbia University (SMcD); and document and subject searches from the ERIC database. Where applicable, credit is given to these contributors in parentheses following the annotation.

## ALABAMA

### Auburn University

Published Document(s):

Jelinek, Suzette M., Ralph S. Foster, and William I. Sauser, Jr. "A Rose by Any Other Name: Applying Total Quality Management to Higher Education." In Ronald R. Sims (Ed.) *TQM in Higher Education: Is it Working? Why or Why Not?* Westport, CT: Greenwood Publishing Group, Inc., 1995, pp. 107-126.

Opens with an examination of TQM theory and its suitability for higher education and closes with a case study on the application of TQM at the Alabama Cooperative Extension Service, an organization within Auburn.

### Samford University

Contact: Bookstore, Samford University, 800 Lakeshore Drive, Birmingham, AL 35229. 205-870-2834 (voice and fax).

Harris, John. *Assessment Guidelines for Instructional Units and Non-Instructional Units 1994-95.* (19 pp.) Cost: $2.45 plus shipping and handling.

These guidelines link assessment and quality improvement at Samford. The publication includes two separate sets of guidelines: one for instructional units and another for non-instructional units. Provides a way to document Samford's self-study as required for accreditation.

Hull, William E. *Quality Culture in Academia.* (12 pp.) Cost: $1.65 plus shipping and handling.

Essay on the issues and opportunities of developing a quality culture in an academic setting.

Hull, William E. *How Shall We Study Samford University?* (11 pp.) Cost: $1.65 plus shipping and handling.

A reflective essay considering the implications of using the methodology of the Baldrige Award criteria for self-assessment.

Strickland, Billy J. and Shirley A. Schooley. August 1993. *Quality Manual for Improving the Academic Process.* Monograph. Cost: $4.50 plus shipping and handling.

This manual was distributed to faculty at Samford in an effort to improve all phases of their faculty responsibilities. The booklet includes a wide range of applications for committee work, planning activities, personnel searches, and special projects, based on examples of actual projects on the Samford campus.

Published Document(s):

Baur, M. K. "Bringing a Nursing Program Back to Life." *New Directions for Institutional Research* (No. 78, Pursuit of Quality in Higher Education: Case Studies in Total Quality Management), 15(2), Summer 1993, pp. 45-47.

At Samford University, TQM principles were used effectively to revitalize an ailing nursing education program, through systematic evaluation of teaching, advising, and admissions processes.

Harris, John W. "Samford University's Quality Story." *New Directions for Institutional Research* (No. 78, Pursuit of Quality in Higher Education: Case Studies in Total Quality Management), 15(2), Summer 1993, pp. 17-28.

A question and answer format addresses the experience of Samford University in implementing total quality management and examines the process and results of changing institutional culture. The experience illustrates how important preparation is and how profound the required changes may be.

Thomason, Jean. "Revitalization of Library Service." *New Directions for Institutional Research* (No. 78, Pursuit of Quality in Higher Education: Case Studies in Total Quality Management), 15(2), Summer 1993, pp. 49-51.

At Samford University, TQM methods and tools were used to reorganize the library. The professional librarians formed the quality team. Focus on customer needs and restructuring of staffing and organizational processes have resulted in both quantifiable and less tangible improvements in service and environment. (SMcD)

## ARIZONA

### Arizona University System

Contact: Norma Salas, Arizona Board of Regents, 2020 North Central, Suite 230, Phoenix, AZ 85004. 602-229-2500 (voice); 602-229-2555 (fax).

Arizona Board of Regents. *Achieving More With Less: A Report on the Status of Management Efficiency and Cost Reduction Programs in the Arizona University System.* December 1992. (19 pp.)

Highlights recent management efficiency and cost reduction programs at Arizona's three public universities, resulting from budget reductions, implementation of Excellence, Efficiency and Competitiveness report recommendations, and quality improvement intitiatives.

### Arizona State University

Contact: Larry Penley, Dean, College of Business, Arizona State University, Tempe, AZ 85287-3506. 602-965-5516 (voice); 602-965-5539 (fax).

*Business Partners: A Strategic Plan for the Future.*

This pamphlet describes the eight core objectives of the ASU Business Partners, a process which began in 1991 and represents the efforts of over forty representatives from the business community working closely with forty-seven faculty members and students from both undergraduate and graduate programs of the College of Business to develop a strategic plan. (10 pp.)

Business Partners Steering Committee, Task Forces, and Administrative Council. *Arizona State University College of Business.*

Describes the process implemented by ASU's College of Business to improve its level of quality and its reputation. The resulting accomplishments in the undergraduate and graduate programs are articulated.

Published Document(s):

Burton, Jennus L. "Hopping Out of the Swamp: Management of Change in a Downsizing Environment." *NACUBO Business Officer*, 26(8), February 1993, pp. 42-45.

Arizona State University has developed a model for managing declining resources in administrative service functions. A variant of total quality management, it involves clarification of administrative unit functions, unit self-examination, establishment of program priorities, environmental scanning, creation of an infrastructure to manage change, organizational communication, implementation, and provision for appeal. (SMcD)

Wolverton, Mimi. "The Business College at Arizona State University: Taking Quality to Heart." In Harry V. Roberts (Ed.), *Academic Initiatives in Total Quality for Higher Education* (pp. 229-240). Milwaukee, WI: ASQC Quality Press, 1995.

This article examines the total quality attempts of ASU's College of Business to improve student academic success as well as enhance the applicability of its undergraduate programs.

### Maricopa County Community College

Contact: Gloria Smith, District Office, Maricopa County Community College, 2411 West 14th Street, Tempe, AZ 85281-6941. 602-731-8125 (voice); 602-731-8120 (fax); schober.donna@A1.maricopa.edu (e-mail).

*Final Report of the Quality in Learning Ocotillo Committee: 1994-95 Plans.* May 1995. (1 pp.)

This report references the charge given to the Committee to ensure that educators become informed about and experiment with Quality principles, tools, processes, and philosophy.

*Second Annual Report on the Quantum Quality Initiative*. August 1995. (4 pp.)

This report references the implementation of a Total Quality Management Program in the Maricopa County Community College District which was to pay special attention to the manner in which students were served and focused on effective teaching and learning.

Maricopa Community Colleges Governing Board. *What is a Strategic Conversation?* (1 pp.)

Learn how to hold your own successful strategic conversations through an understanding of how they can benefit your organization and how the Maricopa County Community College District Governing Board has changed its study sessions to strategic conversations.

Published Document(s):

Assar, K. E. "Case Study Number Two. Phoenix: Quantum Quality at Maricopa." *Change*. 25(3), May/June 1993, pp. 20-23.

This article examines the adoption of TQM at Maricopa County Community College, one of the largest community colleges in the United States. Training, patience in implementation, making the right impression, and integrating the ideas into everyday routine are seen as critical for the success of the program. (SMcD)

**Rio Salado Community College**

Published Document(s):

Helminski, Laura and Sharon Koberna. "Total Quality in Instruction: A Systems Approach." In Harry V. Roberts (Ed.). *Academic Initiatives in Total Quality for Higher Education*. Milwaukee, WI: ASQC Quality Press, 1995, pp. 309-325.

Koberna, Sharon and Pam Walter. "Using Total Quality Management Tools to Improve Organizational Wellness." *New Directions for Institutional Research* (No. 78, Pursuit of Quality in Higher Education: Case Studies in Total Quality Management), 15(2), Summer 1993, pp. 83-87.

Rio Salado Community College uses TQM tools for four purposes: meeting facilitation; process definition; project selection; and data gathering and analysis. Implementation has helped clarify major issues and depersonalized problems, allowing the continuous improvement team or other group to move forward. (SMcD)

Thor, Linda M. "Value-Added Education: A President's Perspective." In Daniel Seymour (Ed.).*New Directions for Higher Education* (No. 86, Total Quality Management on Campus: Is It Worth Doing?). San Francisco: Jossey-Bass, Summer 1994, pp. 61-69.

Total quality management can reduce costs, increase employee involvement, change an institution's culture and add intrinsic value to the education received by each student.

Walter, Pam. "When Is a Problem Not a Problem?" *New Directions for Institutional Research* (No. 78, Pursuit of Quality in Higher Education: Case Studies in Total Quality Management), 15(2), Summer 1993, pp. 111-112.

Experience at Rio Salado Community College has shown that an administrative issue should be examined first to determine whether application of the continuous improvement process is an appropriate use of resources. Areas truly in need of significant improvement should have priority. (SMcD)

Walter, Pam. "Documenting Total Quality Management Projects." *New Directions for Institutional Research* (No. 78, Pursuit of Quality in Higher Education: Case Studies in Total Quality Management), 15(2), Summer 1993, pp. 95-97.

At Rio Salado Community College, project documentation is the final step in the continuous improvement cycle. This stage is very important in order to assist others in understanding the work the team has done and documents in detail when, where, how, and why process changes were made. (SMcD)

## CALIFORNIA

**El Camino College**

Published Document(s):

Miller, Timothy D. "A Cost-of-Quality Model at El Camino College." *New Directions for Higher*

*Education* (No. 86, Total Quality on Campus: Is It Worth Doing?), Summer 1994, pp. 33-44.
The steps taken at El Camino College to measure formally the costs associated with process improvement activities are presented. A case study illustrates the institution's first cost-of-quality model.

Peachy, Burt and Daniel Seymour. "Voice of the Customer: Using QFD as a Strategic Planning Tool." In Dean L. Hubbard (Ed.), *CQI: Making the Transition to Education* (pp. 243-263). Maryville, MO: Prescott Publishing, 1993.
Describes how quality function deployment (QFD) was used at El Camino College to improve performance. QFD is a strategic tool that enables an organization to capture customer's expectations and to translate those expectations into organizational language and action.

### University of California System

Published Document(s):
Katz, Richard N. and Richard P. West. "Sustaining Excellence in the 21st Century: A Vision and Strategies for College and University Administration." *CAUSE Professional Paper Series*, #8. Boulder, CO: CAUSE, 1992.
Initially produced as a vision statement by senior administrative officials of the University of California system who were charged with articulating a framework for the initial administrative operations of campuses which the University hopes to open early in the next century.

### University of Laverne

Contact: Bill Cook, University of La Verne, 1950 3rd Street, La Verne, CA 91750. 909-593-3511, x424 (voice); 909-392-2709 (fax).
Cook, William A. "Managing Quality in Off-Campus Degree Programs: Heuristic Quality System." 1995, 19pp.
A detailed description of the system La Verne has used to manage its numerous off-campus degree programs.

## COLORADO

### Colorado State University

Published Document(s):
Edgeman, Rick L. "Quality Improvement and Statistical Reasoning." *Quality Progress*, July 1993, pp. 108-110.
The Colorado State University College of Business is committed to continuous improvement in its administration and curriculum. This article focuses on the use of CI in undergraduate and graduate statistics classes.

### United States Air Force Academy

Published Document(s):
Porter, David B. "The Costs and Consequences of Quality at the Air Force Academy: A Professor's Perspective." *New Directions for Higher Education* (No. 86, Total Quality on Campus: Is It Worth Doing?), Summer 1994, pp. 71-80.
This chapter depicts lessons learned from approximately three years of efforts to integrate total quality concepts at the U.S. Air Force Academy. Several are broadly applicable.

## CONNECTICUT

### Central Connecticut State University

Published Document(s):
Yankello, R. A. and T.B. Flaherty. "Total Quality Management in Word and Deed." *New Directions for Institutional Research* (No. 78, Pursuit of Quality in Higher Education: Case Studies in Total Quality Management), 15(2), Summer 1993, pp. 113-115.
Central Connecticut State University's unsuccessful experience with applying the TQM approach to its first-year mailing process illustrates the crucial role that appropriate and thorough training in TQM principles plays in success. Committee membership and processes were also inadequately planned.

## DISTRICT OF COLUMBIA

### George Washington University

Contact: Sue Goldberg, School of Business and Public

Management, The George Washington University, Washington, D.C. 20052. 202-994-5291 (voice); 202-994-5225 (fax); sgoldbrg@gwis2.circ.gwu.edu (email).

Goldberg, Susan G. and David A. Mann. "Action Research in the Classroom: Quality Principles for Classroom Management." Paper. 1993.

In a team centered undergraduate classroom, student facilitators led brainstorming and use of affinity diagrams that established mission and goals, then recommended mid-course changes in syllabus. Work was evaluated by student peers and instructors, with opportunity to use coaching to improve product and resubmit for better grade. Final grades incorporated aspects of self-, peer, and instructor evaluation.

Published Document(s):

Woolridge, Annie B. "The Campus Administrative Improvement Program." In Ronald R. Sims (Ed.) *TQM in Higher Education: Is it Working? Why or Why Not?* Westport, CT: Greenwood Publishing Group, Inc., 1995, pp. 65-85

### Georgetown University

Published Document(s):

Gartner, William B. "Dr. Deming Comes to Class." *Journal of Management Education*, 17(2), May 1993, pp. 143-158.

Discussion of one college faculty member's experiences in applying Deming management theory to his business courses to improve instruction. (ERIC)

## FLORIDA

### Brevard Community College

Contact: Mary Sharpe, Coordinator, Corporate Training and Government Institute, Brevard Community College, 1519 Clearlake Road, Cocoa, FL 32922. 407-632-1111, x64316 (voice); 407-639-0078 (fax).

Koller, Albert M. and Claudia Follet. *"Hands-On" Benchmarking for Continuous Quality Improvement.* Presented at the National Forum for Quality in Higher Education, March 1994.

Materials used as overheads which represent Brevard's quality improvement initiatives, with special attention given to benchmarking experiences.

*TQM Information Exchange: Benchmarking Site Visit Report: Measuring Customer Satisfaction.* September 15, 1993.

This document represents the information Brevard representatives were able to obtain through a site visit to Holmes Regional Medical Center, an experienced TQM organization in the same community as Brevard Community College.

### Florida International University

Contact: Bill Rando, Director, Academy for the Art of Teaching, Florida International University, Miami, FL 33199. 305-348-3907 (voice); 305-348-3766 (fax).

Academy for the Art of Teaching. *Explorations in Teaching and Learning*, Vol.3, No.3, January 1993. (8 pp.)

This issue of the University's Academy newsletter focuses on the use of quality improvement efforts in the classroom.

### Florida State University

Published Document(s):

Zahn, Douglas A. "Statistics: From Stumbling Block to Stepping Stone." In Harry V. Roberts (Ed.). *Academic Initiatives in Total Quality for Higher Education.* Milwaukee, WI: ASQC Quality Press, 1995, 367-399.

### Miami-Dade Community College

Published Document(s):

Jenrette, Mardee S. and Vince Napoli. *The Teaching/Learning Enterprise: Miami-Dade Community College's Blueprint for Change.* Bolton, MA: Anker Publishing Co., 1994.

An insider's view of Miami-Dade's Teaching/Learning Project over its initial seven-year span from inception through implementation. Includes a "Critical Review," which evaluates what was done, how it worked, and how it might have been done better, as well as discussion presenting generalizable principles and practices related to each topic.

**University of Central Florida**

Contact: Jan Dossey-Terrell, Director, Quality Management, University of Central Florida, P.O. Box 160006, Orlando, FL 32816-0006. 407-823-3452 (voice); 407-823-5533 (fax).

Jimenez, M.M., R.R. Safford, and W.W. Swart. *TQM in the University Classroom: A Methodology and Its Application in an Academic Department.* August 1993.

A history of the department-wide application of TQM in the University's department of industrial engineering and management systems. The results indicate that TQM can be used to identify problems, initiate changes, and document improvement in the classroom, which will lead to improvements in the teaching/learning process.

Office of Quality Management. *UCF Quality Management Coaches Training Workbook.* (approx. 120 pp.)

Notebook of resources for coaches. Represents six days of training sessions, including information and worksheets on such topics as TQM philosophy, change/paradigms, process selection, team building, fact-based decision making, effective meetings, data analysis, project evaluation, and personal improvement plan.

Office of Quality Management. *UCF Quality Management Team Project Handbook.* 1993. (approx. 218 pp.)

Notebook of resources and worksheets for participants in a seven-day training session for new TQM team members. Topics include: definition and history of TQM; roles of team members, leaders, facilitators, and sponsors; customer and suppliers; project statements; data gathering and analysis; quality problems solving tools; and team presentations.

**University of Florida**

Published Document(s):

Reese, Larry D. and Vernon F. Parmenter. "Improving Quality and Efficiency: A Case Study from the University of Florida." *Business Officer*, 27(7), January 1994, pp. 41-44.

An effort to enhance quality and efficiency at the University of Florida was designed to produce quick results without involving many employees and focused on the accounts payable department. Flowcharting identified inefficiencies and pinpointed opportunities for improvement in labor-intensive processes, mailings, check registers, reports, encumbrances, payment delay, communications, and overtime. (ERIC)

**University of Miami**

Published Document(s):

Romero-Simpson, Jose Eulogio. "A Total Quality Management (TQM) Organizational Behavior Course." *Quality Quest in the Academic Process* (Harris, John W. and J. Mark Baggett, eds). Birmingham, AL: Samford University and GOAL/QPC, 1992, pp. 79-93.

The chapter offers a thorough description of the development, implementation and evaluation of a course called "Advanced Organizational Behavior" which was offered under a TQM perspective at the University of Miami.

Sapp, Mary M. and M. Lewis Temares. "Using Focus Groups to Clarify Customer Needs." *New Directions for Institutional Research* (No. 78, Pursuit of Quality in Higher Education: Case Studies in Total Quality Management), 15(2), Summer 1993, pp. 79-82.

The office of planning and institutional research found focus groups to be a useful tool in gaining additional insight into the nature of student needs and concerns as identified by previous survey results.

**University of South Florida**

Contact: Kathleen Moore, Director, Program Planning and Review, University of South Florida, Office of the Provost, ADM 226, Tampa, FL 33620-6100. 813-974-5565 (voice); 813-974-5093 (fax).

*Vision Statement* and *Values Statement*. Adopted by the USF Leadership Council on December 14, 1994. (1 pp.)

Developed from a massive amount of input from individuals and groups across the University community over a period of several months.

**University of West Florida**

Published Document(s):

Murrell, Kenneth L, William J. Easdale, and Lap T. Ton. "Dedication to Kaizen: Empowerment in an Organization Behavior Classroom and in Toyotal Motor Manufacturing." In Ronald R. Sims (Ed.) *TQM in Higher Education: Is it Working? Why or Why Not?* Westport, CT: Greenwood Publishing Group, Inc., 1995, pp. 175-192.

A comparative case discussion. This chapter discusses the work environment of the award-winning Toyotal Corolla Plant in Ontario, Canada and the environment of continuous improvement in a masters-level organization behavior course at the University of West Florida.

## GEORGIA

**Georgia Institute of Technology**

Published Document(s):

Ammons, Jane C. and Joseph E. Gilmour. "Georgia Tech's Continuous Quality Improvement Journey." In Harry V. Roberts (Ed.). *Academic Initiatives in Total Quality for Higher Education.* Milwaukee, WI: ASQC Quality Press, 1995.

This chapter focuses on the academic side of CQI at Georgia Tech. Activities and lessons learned are described as they relate to the campus' endeavors to establish structure, curriculum development processes, course delivery improvements, innovation processes, and partnerships.

Seymour, Daniel T. "Quality on Campus: Three Institutions, Three Beginnings." *Change*, 25(3), May/June 1993, pp. 14-27.

The author offers three case studies designed to examine the impact of TQM principles as they are applied on college and university campuses. The institutions studied include: Georgia Tech, Penn State, and the University of Maryland. (SMcD)

**University of Georgia**

Contact: James P. Gilbert, Associate Professor, Terry College of Business, 419 Brooks Hall, University of Georgia, Athens, GA 30602-6256. 706-542-3701, (voice); 706-542-3701 (fax); jgilbert@ugabus.bitnet (email).

Gilbert, James P., Kay L. Keck, and Ronald D. Simpson. "Improving the Process of Education: Total Quality Management for the College Classroom." (26 pp.)

## ILLINOIS

**Joliet Junior College**

Contact: Dr. Robert Hauwiller, Director, Institutional Research and Planning, Joliet Junior College, 1215 Houbolt Road, Joliet, IL 60436. 815-729-9020 ext. 2211 (voice); 815-744-5507 (fax).

*ATLAS: A Team Approach for the Classroom.* (18 pp.)
*ATLAS: A Team Approach for Master Planning.* (15 pp.)
*ATLAS: A Team Approach for Planning.* (11 pp.)
*ATLAS: A Team Approach for Program Review.* (14 pp.)

Each of these pamphlets utilizes the ATLAS system as an approach to each of the topics (e.g., planning). The acronym ATLAS represents a five-step process: A=affirming one's committment; T=team building and team work; L=listening; A=action plan; and S=student and colleague achievement. Each pamphlet guides the step-by-step process and even offers examples of tools, such as the affinity diagram or interrelationship digraph, which can assist in producing results.

Bull, Marjorie, Jack Plummer, Allen Reed, and Jacqueline Solfronk. *CQI Learning Module Training Manual.* (37 pp.)

The overall objective of this module is stated as, "The faculty member uses CQI to improve the educational experience." The four unit objectives of the module are: 1) the affirmation of the commitment to learning and to CQI; 2) guiding development by focusing on customer needs; 3) participation in teams in whatever role is needed; and 4) using the PDCR (Plan-Do-Check-Revise) cycle of project development in course improvement both in class and in curriculum development.

*Team Building and Empowering: Participant's Manual.*

This manual is used by participants taking part in a three-hour team building module at Joliet. Tools, such as brainstorming and cause-and-effect diagrams, are used in presenting the elements of an effective team as well as the issues of trust, commitment, willingness to learn, and making contributions.

**Northwestern University**

Published Document(s):

Greenbaum, Stuart I. "TQM at Kellogg: How We Teach It, How We Live It." *Journal for Quality and Participation*, January/February 1993, pp. 88-92.

A professor of the Kellog Graduate School of Management at Northwestern offers his views on TQM, the way it is taught in classes, and the way it is practiced at the school.

Mayers, Pat, Tim Ricordati, Don Carter, and Tim Hohmeier. "System-Supported Teaching and Learning to Improve Student Performance, Satisfaction, and Retention." In Harry Roberts (Ed.). *Academic Initiatives in Total Quality for Higher Education*. Milwaukee, WI: ASQC Quality Press, 1995, 181-203.

A case study from the Keller Graduate School of Management.

**University of Chicago**

Published Document(s):

Bateman, George P. and Harry V. Roberts. "Real-World Total Quality Projects for Statistics Courses." In Harry V. Roberts, *Academic Initiatives in Total Quality for Higher Education* (pp. 401-422). Milwaukee, WI: ASQC Quality Press, 1995.

In this chapter, the authors suggest that it is surprisingly easy for students to achieve quality improvement through working on real projects in real organizations for only three weeks. All the instructor and students need to know are some simple improvement strategies based on ideas of waste reduction and elementary statistics. This chapter gives the guidance necessary for readers to try similar improvement projects with their classes.

Bateman, George P. and Harry V. Roberts. "Total Quality for Professors and Students." In Harry V. Roberts, *Academic Initiatives in Total Quality for Higher Education* (pp. 241-264). Milwaukee, WI: ASQC Quality Press, 1995.

The authors focus on the use of two-way fast-feedback which they have used at UC and which has permitted them to teach at least fifty percent more than they were four years earlier. They view TQM as a means to determine quick, specific improvements in the teaching/learning process.

Becker, Selwyn W. "The Laboratory Course in Quality Management." In Harry V. Roberts (Ed.). *Academic Initiatives in Total Quality for Higher Education*. Milwaukee, WI: ASQC Quality Press, 1995, 423-434.

This chapter describes the integrative core curriculum for the UT MBA program which was implemented in 1991. The rationale for making a nonincremental change in the curriculum, the TQM-type process used, and a discussion of administative issues are also discussed.

Roberts, Harry V. "Grassroots Total Quality in Higher Education: Some Lessons from Chicago." In Harry V. Roberts, *Academic Initiatives in Total Quality for Higher Education* (pp. 507-522). Milwaukee, WI: ASQC Quality Press, 1995.

Describes "grassroots TQM" as individual or small group initiatives based on TQM ideas and used whether or not the organization is applying TQM. Personal quality and fast-feedback questionnaires are explored as two examples of grassroots TQM.

Zangwill, Willard J. "Fast Quality for Fast Results." In Harry V. Roberts, *Academic Initiatives in Total Quality for Higher Education* (pp. 471-482). Milwaukee, WI: ASQC Quality Press, 1995.

Zangwill illustrates, through the experience of his students, that quality improvement need not be a lengthy process. His students and workers in industry have achieved significant results in only two or three weeks by focusing on the low-hanging fruit--easy opportunities for major quality improvements.

Zangwill, Willard J. "Tips for Student Teams." In Harry V. Roberts, *Academic Initiatives in Total Quality for Higher Education* (pp. 557-562). Milwaukee, WI: ASQC Quality Press, 1995.

Guidelines for teams which the author uses in his own classes, including eleven group management suggestions. This chapter is designed for instructors who wish to use student teams in their own classes without wading through volumes of total quality literature on team functioning.

**University of Illinois at Chicago**

Contact: Robert Winter, Associate Chancellor, Office of Quality Advancement, M/C 301, University of Illinois at Chicago, 715 South Wood Street, Suite 301, Chicago, IL 60612. 312-413-3603 (voice); 312-413-3606 (fax).

Office of Quality Advancement. *Leader and Facilitator Handbook.* (79 pp.)
This training manual provides team leaders and facilitators with the knowledge and skills to manage teams effectively. The contents describe a model for process improvement which is expected to be followed closely during the initial team efforts. The appendix includes forms and a glossary of terms.

Office of Quality Advancement. *The Integration Phase.* (6 pp.)
A short paper exploring the possibilities for UIC in conducting its next phase in CQI implementation. (First phase ran from 1992-1995.)

Office of Quality Advancement. *Vision Statement Process.* (11 pp.)
This paper briefly defines the need for establishing 'guiding principles' as the foundation for a change in organizational culture.

Office of Quality Advancement. *UIC Value Statements.* (79 pp.)
This training manual provides team leaders and facilitators with the knowledge and skills to manage teams effectively. The contents describe a model for process improvement which is expected to be followed closely during the initial team efforts. The appendix includes forms and a glossary of terms.

Office of Quality Advancement. *Quality Advancement (QA) Process Improvements, 1993-1994.* (12 pp.)
A 2" x 3" booklet summarizing the work of QA teams over the course of two years.

Published Document(s):

Kovacs, Susan and Robert S. Winter. "Lessons Learned at the University of Illinois at Chicago." *Quality in Higher Education.* Kent, United Kingdom: Nexus Business Communications Limited, 1995.
This chapter covers what worked and what didn't with respect to the issues of organization, education and training, teams, and models used to analyze processes at the University of Illinois at Chicago.

Winter, Robert S. "On Your Mark, Get Set, Go!" *New Directions for Institutional Research* (No. 78, Pursuit of Quality in Higher Education: Case Studies in Total Quality Management), 15(2), Summer 1993, pp. 101-104.
Outlines the University of Illinois at Chicago's experience in learning about and applying the TQM approach. Four distinct stages of change were identified: awareness creation; establishment of initial teams; development of infrastructure for quality improvement (QI); and institutionalizing the QI process. (SMcD)

## IOWA

**Eastern Iowa Community College District**

Contact: George Varchola, Director, Continuous Quality Improvement, Eastern Iowa Community College District, 306 West River Drive, Davenport, IA 52801. 319-322-5015 (voice); 319-322-2606 (fax).

*Consensus: the monthly newsletter of Eastern Iowa Community College District.*
Every issue is devoted to the EICCD CQI effort.

## KANSAS

**University of Kansas**

Contact: Paul G. Friedman, Ph.D., Associate Professor, Department of Communication Studies, University of Kansas, 3090 Wescoe Hall, Lawrence, KS 66045. 913-864-3633 (voice); 913-864-5203 (fax).

Friedman, Paul G. and Julie Apker. *Using Benchmarking to Improve College Instruction.* Presentation from Fourth Annual Total Quality Symposium, July 29, 1993.
Beginning college teachers (graduate teaching assistants) were interviewed monthly to identify instructional problems they faced. Then experienced and highly-rated professors were asked how they would handle the problems. These "solutions" are provided to new graduate teaching assistants.

Contact: Sheri Stump, Quality Improvement Coordinator, Office of Institutional Research and Planning, University of Kansas, P.O. Box 505, Lawrence, KS 66045. 913-864-4412 (voice); 913-864-5324 (fax).

Stump, Sheri. *Overview of Quality Improvement Efforts: The University of Kansas, Lawrence Campus, June 1995, 5 pp.*
Brief summary of CQI efforts at U. of Kansas since 1988.

Published Document(s):

Eakin, W. L. "The Role of the Facilitator on Total Quality Management Teams." *New Directions for Institutional Research* (No. 78, Pursuit of Quality in Higher Education: Case Studies in Total Quality Management), 15(2), Summer 1993, pp. 73-77.
As TQM teams work to improve organizational processes, several types of facilitators emerge: the director, the workhorse, and the cheerleader. Experience at U of K illustrates how different facilitator styles can affect team learning. (SMcD)

Hillmer, Steven C., Barbara Hoehn Hillmer, Beverly Wilson, and Jordan Yochim. "Aplying Quality Function Deployment to Improve an MBA Education." In Harry V. Roberts (Ed.). *Academic Initiatives in Total Quality for Higher Education.* Milwaukee, WI: ASQC Quality Press, 1995, 159-179.

Sherr, Lawrence A. and Catherine E. Schwoerer. "Continuous Improvement in Education: The Process of Learning in an Introductory Statistics Class." In Harry V. Roberts (Ed.). *Academic Initiatives in Total Quality for Higher Education.* Milwaukee, WI: ASQC Quality Press, 1995, 453-469.

Williams, J. M. "Simplifying a Process with Flow Charts." *New Directions for Institutional Research* (No. 78, Pursuit of Quality in Higher Education: Case Studies in Total Quality Management), 15(2), Summer 1993, pp. 89-93.
The University of Kansas' experience in applying TQM methods illustrates how use of flow charts can reduce substantially the time spent on a complex data-collection and reporting process. Although flow chart construction can be time-consuming, it is a systematic way to uncover sensible solutions with significant payoffs. (SMcD)

## KENTUCKY

### Elizabethtown Community College

Contact: National Institute for Staff and Organizational Development (NISOD), Community College Leadership Program, Department of Educational Administration, College of Education, University of Texas at Austin, EDB 348, Austin, TX 78712.

Williams, Darby. "Tailoring a College Curriculum to Fit Customer Needs," *Innovation Abstracts*, 16(5), February 18, 1994. (2 pp.)
In designing a new degree program in quality technology, the College added almost two years to their curriculum development timetable by including extensive customer research and redesign in the process. As the article illustrates, it was well worth the extra time and effort.

## MAINE

### Eastern Maine Technical College

Published Document(s):

Turner, Ronald E. "TQM in the College Classroom." *Quality Progress*, October 1995, pp. 105-108.
Fifteen quality concepts translated for apprehensive college faculty members.

## MARYLAND

### Howard Community College

Contact: Maureen Kelly, Co-editor, 10901 Little Patuxent Parkway, Columbia, MD 21044. 410-964-4905 (voice); 410-964-4964 (fax).

*on the "QT"*..., I(III), monthly, (2 pp.)
This is HCC's "Quality Talk Newsletter" that focuses process improvement efforts at the college.

### University of Maryland at College Park

Contact: Geno Schnell, Associate Director, Office of Continuous Improvement, University of Maryland at College Park, 131E Engineering Classroom Building, College Park, MD 20742-3011. 301-405-3866 (voice); 301-314-9867 (fax).

Babin, Nehama, Stan Lacienski, Janet Schmidt, Geno Schnell, and Monika Springer Schnell. *Building a Student-Focused Cycle of Improvement*. Presented at the 10th AAHE Conference on Assessment and Quality, Boston, MA, June 1995.

Presents a history of UMCP's quality journey. Focuses on the process used to evaluate the effectiveness of four team projects sponsored by the CQI Council at UMCP, including sections on feedback from participants, problems in the team process, and recommendations to the CQI Council for future teams.

The Continuous Improvement Planning Committee. *A Plan for Continuous Improvement: The University of Maryland at College Park*. Paper submitted to President William E. Kirwan, December 23, 1991. (33 pp.)

This document briefly describes how CQI was initiated at College Park and offers examples of project accomplishments which occurred without formal CQI structures in place. The final section, which composes the majority of the document, is dedicated to proposing an implementation approach and organizational structure.

IBM-TQ Project. *The Quality Quill*. (6 pp. each issue)

An informal newsletter to share news on all aspects of quality and continuous improvement across the College Park campus.

*IBM/University of Maryland Total Quality Partnership*. (1 pp.)

Fact sheet on the IBM-Total Quality Project at UMCP, including its history, mission, development of curriculum, and use of technology.

*Milestones in the Progress of Continuous Quality Improvement at UMCP*. (2 pp.)

Offers a chronological timeline of events from pre-1991 through November 1994 in bulleted form.

*Office for Continuous Quality Improvement*. (1 pp.)

Fact sheet on the UMCP Office for Continuous Quality Improvement (OCQI), including its history, mission, customers, and services.

Office for Continuous Quality Improvement. *Benchmark Practices: Applying TQ to Teaching and Learning*. (5 pp.)

This paper describes how UMCP is progressing towards one of the IBM-TQ project's core objectives: TQ-based teaching and learning. This goal "not only means *what* we teach, but also *how* we teach and students learn."

Office for Continuous Quality Improvement. *CQI Project Charter (Standard Format)*. (2 pp.)

Offers a standard format for CQI teams to follow in developing their team charter, including suggestions on how to express the project statement, project scope, and resource parameters. A sample of a team charter can be included.

Office for Continuous Quality Improvement. *CQI Project Participant Roles (Recommended)*. (2 pp.)

Describes key responsibilities of the CQI consultant, team sponsor, team leader, team members, team facilitator, and guidance team for a CQI team project.

Office for Continuous Quality Improvement. *CQI Team Formation Process (Recommended)*. (3 pp.)

This document offers a sequence of steps to follow in the formation of a new CQI team. Includes identification of need, sponsorship, selection of team leader and members, and development of a team charter.

*Outlook*.

Weekly campus newspaper which publishes a CQI column on a biweekly basis.

*An Overview of Continuous Quality Improvement*. (4 pp.)

This fact sheet offers a background for those new to CQI on campus. Includes the basic principles which characterize quality improvement strategies, brief descriptions of the tools which facilitate achievement of organizational goals, data on the results of corporate experience with CQI, and how CQI translates in the university environment.

Schnell, Geno. *A Description of CQI Projects at the University of Maryland*.

Describes four campus projects which resulted from an analysis of student satisfaction data and met the CQI Council's criteria of data sufficiency, cross-divisionality, potential for impact on student retention, complexity, and readiness for change.

"Technology Offers New Opportunities." *Insights: Research and Information about UMCP Students*, Spring 1994, No. 1.

This issue describes the listserv available to students to voice their opinions and respond to the opinions of others. This service was introduced on the UMCP campus in September 1993.

Note: Also available is a trifolder with representative literature from the three centers of CQI activity at UMCP (Office for CQI, IBM-TQ Project, and Maryland Center for Quality and Productivity). It includes many of the above mentioned campus documents.

Published Document(s):

Assad, Arjang A. and Judy D. Olian. "Total Quality and the Academy: Continuously Improving the University of Maryland." In Roberts, Harry (Ed.), *Academic Initiatives in Total Quality for Higher Education*. Milwaukee, WI: ASQC Quality Press, 1995.

This chapter concentrates primarily on the academic component of the total quality efforts at UMCP. Discussion focuses on the three areas that have received the lion's share of attention and resource expenditures: addressing total quality principles in the context of the values of academia; applying total quality to classroom teaching and learning processes; and using information technologies to support continuous improvement in the classroom.

Haas, David. "University of Maryland Implements TQM." *Quality Digest*, 14(9), September 1994, pp. 40-44.

A comparison of how TQM has fared at the College Park and Baltimore campuses of the University of Maryland. Reasons for the differences in results are considered.

Olian, J.D. "TQ and the Academy: Problems and Opportunities." In Brent D. Ruben (Ed.), *Quality in Higher Education*. New Brunswick, NJ: Transaction Publishers, 1994.

This chapter describes the University of Maryland's total quality journey as well as the lessons learned in dealing with barriers to implementation, some of which are unique to the higher education culture.

Schnell, Geno. "CQI Projects at the U. of Maryland" *TQM in Higher Education*, 3(12), December 1994, pp. 3, 5-7.

This article describes the evolution of CQI at UMCP, beginning as a recipient of an IBM Total Quality Award through the formation of three cross-divisional teams and the recommendations resulting from these team's efforts.

Seymour, D. T. "Quality on Campus: Three Institutions, Three Beginnings." *Change*, 25(3), May/June 1993, pp. 14-27.

The author offers three case studies designed to examine the impact of TQM principles as they are applied on college and university campuses. The institutions studied include: Georgia Tech, Penn State, and the University of Maryland. (SMcD)

## MASSACHUSETTS

Published Document(s):

Entin, D. H. (1993, May/June). "Case Study Number One. Boston: Less Than Meets the Eye." *Change*, 25(3), May/June 1993, pp. 17-19.

This article summarizes findings about the initial use of TQM by ten colleges and universities in the Boston area. (SMcD)

### Babson College

Contact: George Covino, Co-Director of Quality, Babson College, Babson Park, MA 02157-0310. 617-239-5011 (voice); 617-239-5089.

Babson Graduate School of Business. *A Radical New Approach to the MBA*. (7 pp.)

Reflects changes in the business school curriculum as part of the quality process.

Engelkemeyer, Susan West. *The New England and Babson College: 1993 Total Quality Business/Education Partnership*. (25 pp.)

An array of documents related to the partnership between Babson College and the New England, including a brief background and information about a three-day retreat hosted by the New England. The focus was on undergraduate curriculum reform.

Office of Quality. *Continuous Quality Improvement at Babson College: A Results-Driven Strategy*. October 1994. (34 pp.)

This document is about the strategic plan for CQI at Babson and the results that the Office of Quality hopes to achieve over the next five-year period.

Published Document(s):

Covino, George. "Quality Camp for Undergraduates." *The Chronicle of CQI*, 1(3), May 1995, pp. 1-2.

Describes Babson's efforts at engaging students in the CQI campus initiative.

Engelkemeyer, Susan West. "Engaging Faculty in Continuous Quality Improvement Efforts." In Ronald R. Sims (Ed.) *TQM in Higher Education: Is it Working? Why or Why Not?* Westport, CT: Greenwood Publishing Group, Inc., 1995, pp. 141-160.

In-depth discussion of Babson's efforts to involve faculty in the campus' CQI efforts.

Engelkemeyer, Susan West. "TQM in Higher Education: The Babson College Journey." *The Center for Quality Management Journal*, 2(1), Winter 1993, pp. 28-33.

This article describes how Babson College is revamping its entire curriculum to follow the principles of TQM as driven by the voice of the customers who hire its graduates. The college is also practicing TQ in the way it manages itself as an institution.

Engelkemeyer, Susan West. "Total Quality: A Mechanism for Institutional Change and Curriculum Reform." In Harry Roberts (Ed.), *Academic Initiatives in Total Quality for Higher Education*. Milwaukee, WI: ASQC Quality Press, 1995.

Maas, Judith. "Teaching Profiles." *HBS Publications Newsletter*, Fall 1992, pp. 1-2.

This article focuses on a course given by Susan West Engelkemeyer at Babson College titled "Total Quality Management." She takes a broad view of the manager's responsibilities by using case studies, readings, guest lectures, and field projects from a variety of functional areas.

Paton, Scott Madison. "TQM Thrives at Babson College." *Quality Digest: The Magazine for Quality People*, September 1993 (Specially reprinted from the magazine).

Describes Babson's approach to TQM implementation and training as well as the dramatic changes to the MBA program which resulted from the Babson's overall focus on TQM.

**Harvard University**

Contact: Connie Towler, Program Director, Harvard Quality Process, 1350 Massachusetts Avenue, Holyoke Center 828, Cambridge, MA 02138. 617-495-2936 (voice); 617-496-5800 (fax); connie@harvarda.harvard.edu (e-mail).

Harvard Quality Process. *Quality at Harvard*.

Thorough brochure for HQP, including background, goals and objectives, implementation plan, critical factors, and purpose, complete with fishbone diagram of the transition to a total quality organization.

*Harvard Quality Process: Team Based Approach to Customer Satisfaction*. Edition I, 1994. (30 pp.)

Handbook describing some of the tools and techniques Harvard has found useful in its continuous improvement journey which began in late 1989. Includes appendices with information on the eight training courses offered by the Harvard Quality Process.

Harvard Quality Process. *Team Results*. June 1994. (2 pp.)

A list, in bullet format, of some of "the successful results achieved by teams using the tools and techniques of the Quality Process."

Contact: Office of News and Public Affairs, Harvard University, 1350 Massachusetts Avenue, Cambridge, MA 02138. 617-495-1585 (voice); 617-495-0754 (fax).

de Cuevas, John. "Students: Involvement, Compassion Keys to Good Teaching." *Harvard University Gazette*, LXXXVIII(31), April 16, 1993. (2 pp.)

Focuses on Harvard's ongoing effort to listen to what students have to say, including a survey of teaching, learning, and student life at Harvard initiated by President Derek Bok in 1986 in which twelve undergraduates were hired to interview more than 400 students over six years, and in-depth discussions with an additional 300.

Contact: Esther Vegh, Office of Human Resources, Harvard University, 1350 Massachusetts Avenue, Room 643, Cambridge, MA 02138. 617-496-2218 (voice); 617-495-8397 (fax); e_vegh@harvard.edu (e-mail).

Rigoglioso, Marguerite. "How'm I Doing?:

Benchmarking Shows Harvard How It Stacks Up." *Harvard Community Resource*, June 1993. (2 pp.)

Offers two cases of how benchmarking was used by organizations at Harvard: 1) Harvard Real Estate to determine reasonable property management fees; and 2) Office of Information Technology to examine how well it was managing its high-speed data network.

Rigoglioso, Marguerite. "Quality Process Approach Aims to Enrich Work Life." *Harvard Community Resource*, November 1992. (3 pp.)

Brief overview of the development of the Harvard Quality Process and its spread into the Office of Information Technology, Latin American Scholarship Program of American Universities, Facilities Maintenance, Alumni Records, Harvard College Library, and the School of Public Health.

Published Document(s):

Ryland, Jane N. "Quality Management in a Campus IT Organization: An Interview With Steve Hall and Connie Towler, Harvard University Office for Information Technology." *CAUSE/EFFECT*, 14(3), Fall 1991.

Discusses the quality efforts of the OIT, which is responsible for computing and reprographic services, the telephone system, and the video and data network, and which had several dozen teams at the time this article was written. All OIT services are provided on a fee basis in which they are competitive with outside services.

## MICHIGAN

### Central Michigan University

Published Document(s):

Story, Neil and Bruce H. Allen. "Juran's 'Quality Planning Road Map' as a Framework for Mission Development." In Dean L. Hubbard (Ed.), *CQI: Making the Transition to Education* (pp. 243-263). Maryville, MO: Prescott Publishing, 1993.

This chapter is a tale of how CMU's College of Business Administration, a college initially not oriented to TQM, came to identify and articulate learning as its core process, and how it succeeded in developing a mission which satisfied its faculty, students, and employers.

### Grand Rapids Community College

Contact: John Cleveland, Center for Continuous Quality Improvement, Grand Rapids Community College, 143 Bostwick NE, Grand Rapids, MI 49503. 616-771-3602 (voice).

*Work Unit Planning Guide.*

A guide for college work units to define their systems and establish goals for improvement.

### Jackson Community College

Published Document(s):

Brockett, Leslee M. and Clyde E. LeTarte. "Systems Thinking," in Dean L. Hubbard (Ed.), *CQI: Making the Transition to Education* (pp. 303-315). Maryville, MO: Prescott Publishing, 1993.

This chapter describes how management at JCC has adopted a systems thinking perspective and has begun the process of involving all employees in order to become a learning organization which will continually test old ideas and adopt new ones.

### Lansing Community College

Contact: Ray Turner, Coordinator, Operation LINK, Mail Code 5001, Lansing Community College, P.O. Box 40010, Lansing, MI 48901. 517-483-1470 (voice); 517-483-1473 (fax); arenko@delphi.com (email).

*College Vision Statement, College Goals for 1995-96,* and *Operation LINK Background Information.*

*Q.E.D.* (2 pp.)

Lansing's bi-monthly newsletter reporting on the ongoing efforts of Operation LINK *(Lansing's process improvement initiative).*

### University of Michigan

Contact: Bob Holmes, Assistant Vice President, Academic Affairs, University of Michigan, 3056 Fleming, Administration Building, 503 Thompson Street, Ann Arbor, MI 48109-1340. 313-764-3185 (voice); 313-764-4546 (fax); Robert.Holmes@UM.CC.UMich.edu (e-mail).

*Becoming Involved in M-Quality.* April 1994. (26 pp.)

This publication was designed as a short, easy-to-read booklet for staff members. The booklet gives basic information about M-Quality and has some "how-to" suggestions that can be discussed and adapted, as needed. It is meant to be a "conversation starter" that is illustrative of the kinds of things people are doing, and can do, to become involved in M-Quality.

*The Culture and Climate for Quality: Perceptions of the Work Environment for Non-Instructional Staff at the University of Michigan.* March 1995. (8 pp.)

This study gathered baseline data on the processes, practices, and work environment associated with quality improvement at the University of Michigan. A survey was given to the 10,334 permanent non-instructional staff members of whom 4,891 responded. Recommendations for leadership, the targets for change, and for follow-up emerged.

Kahn, Robert L. *M-Quality: A Brief Intellectual History*. September 1993. (17 pp.)

This paper reflects the findings of the author, a social-psychologist and UM emeritus faculty, regarding the University's effort at adapting TQM to its needs. To his surprise, he found that M-Quality, far from entering the University as a foreign body, is in many ways returning it to its roots.

Kimball, F. *University of Michigan Stores Presentation 1 - Is This You?* Boston, MA: Kimball Associates, 1991.

Kimball is a management consultant hired by the University of Michigan to suggest ways to improve the central stores area in purchasing.

*M-Quality, A Celebration Creating the Future: Sharing What We Are Learning*. (8 pp.)

This newspaper reviews the happenings of the M-Quality Expo which brought together almost 2,000 people from the Michigan campus to share early accomplishments in implementing M-Quality.

*M-Quality: Continuous Improvement at the University of Michigan*. (52 pp.)

Booklet detailing M-Quality, the UM continuous improvement program for administrative and business processes.

M-Quality. *Creating the Future: Sharing What We Are Learning*. (20 pp.)

Program for the first M-Quality Expo which took place October 20 and 21, 1994, the purpose of which was to share with the campus community early accomplishments in implementing M-Quality.

Whitaker, Gilbert and Associates. *Enhancing Quality in an Era of Resource Constraints: Task Force on Costs in Higher Education*. March 1990.

In this report, Provost Vest charges the Task Force on Costs in Higher Education to understand the key forces influencing the costs of education at the University of Michigan and to make recommendations to constrain and control those forces through a simultaneous focus on quality improvement and cost containment.

Contact: Marvin Peterson, Director, Center for the Study of Higher and Postsecondary Education, The University of Michigan, 2117E School of Education Building, Ann Arbor, MI 48109-1259. 313-764-9472 (voice); 313-764-2510 (fax).

*Total Quality Management in Higher Education: From Assessment to Improvement. May 1995. (68 pp.)*

A third edition of an annotated bibliography compiled by the Work Environment Research Group led by Peterson.

Published Document(s):

Plice, S. J. "Changing the Culture: Implementing TQM in an IT Organization." *CAUSE/EFFECT*, 15(2), Summer 1992, pp. 20-25.

This article discusses some of the basic premises of TQM and how it is being implemented in an information technology (IT) division. (UMich)

### Wayne State University

Contact: Roger N. Nys, Executive Vice President, Wayne State University, 4219 Faculty/Administration Building, Detroit, MI 48202. 313-577-2389 (voice); 313-577-3200 (fax); rnys@cms.cc.wayne.edu (e-mail).

*QUEST: Quality, Excellence, Service, Teamwork.*

A packet of information including a collection of articles from the campus publication, *Inside Wayne State*, a profile of the university, reasons for beginning QUEST, timeline and accomplishments from Phase I, and goals for the next phase.

*Wayne State University: Core Aims.* 1995. (4 pp.)

## MINNESOTA

### Hutchinson Community College

Published Document(s):

Lennes, Richard N. "Transformation: From Good to Better!" In Dean L. Hubbard (Ed.), *CQI: Making the Transition to Education* (pp. 117-131). Maryville, MO: Prescott Publishing, 1993.

The author, as past president at Hutchinson, presents five examples of decision-making closest to the level of implementation as representative of the College's culture of empowerment.

### Minnesota State University System

Published Document(s):

Baer, Linda L., Bea Walker Knodel, Joh Quistgaard, and Ivan Lee Weir. "Partner in Progress: An Integrative Approach to Educatoinal Quality." In Dean L. Hubbard (Ed.), *CQI: Making the Transition to Education* (pp. 199-220). Maryville, MO: Prescott Publishing, 1993.

Discusses the implementation of CQI in the seven-university Minnesota State University System. Describes how a climate of institutional change was created and how the system approached the areas of assessment and evaluation, operationalization of variables, and measurement of variables.

### University of Minnesota - Crookston

Contact: Don Cavalier, Director of Counseling and Career Center, University of Minnesota-Crookston,106 Bede Hall, Crookston, MN 56716-5001. 218-281-8585/8586 (voice); 218-281-8050 (fax); cavalier@mail.crk.umn.edu (e-mail).

*Continuous Quality Improvement Initiative Overview.* August 1, 1994.

Schematic of the university's plan to involve the entire campus community in a continuous quality initiative.

### University of Minnesota - Twin Cities

Contact: Judith Gaston, Quality Improvement Specialist, Finance and Operations, University of Minnesota, 1313 5th Street SE, #108, Minneapolis, MN 55414. 612-627-4277 (voice); 612-627-4280 (fax); gasto001@maroon.tc.umn.edu (e-mail).

*Known Quality Initiative Summary*. 1993. (12 pp.)

Paper includes ratings and comments from team leaders of the over fifty quality initiatives system-wide. Summaries are given of the three initial pilot projects, and the status of various administrative and academic departments/divisions are reviewed.

*Quality Improvement Information Paper Series.* September 1991 to present.

Six-page pamphlet offering updates of the Quality Improvement Initiative at University of Minnesota.

Published Document(s):

Bell, Donald R. "Process Improvement at the Carlson School of Management, University of Minnesota: A Case Study." In Ronald R. Sims (Ed.) *TQM in Higher Education: Is it Working? Why or Why Not?* Westport, CT: Greenwood Publishing Group, Inc., 1995, pp. 161-174.

Kovel-Jarboe, Patricia. "Implementing TQM in a Research University." In Dean L. Hubbard (Ed.), *CQI: Making the Transition to Education* (pp. 316-335). Maryville, MO: Prescott Publishing, 1993.

This chapter describes the continuous quality journey of the University of Minnesota-Twin Cities which began in 1991. Recommendations for other research universities interested in adopting CQI are given.

### University of Minnesota - Duluth

Published Document(s):

Broughton, Valerie J. "Confluence Between Standard Operating Paradigms and Total Quality Management." *New Directions for Institutional Research* (No. 78, Pursuit of Quality in Higher Education: Case Studies in Total Quality Management), 15(2), Summer 1993, pp. 123-126.

A retreat for the Council of Deans and Academic Administrators was approached as a process improvement exercise using TQM tools. The result was not a perfect retreat but important lessons were learned about TQM and the need to consider differences in individual's management styles.

Ricklefs, Merlin J. "Total Quality Management: A Class That 'Walks Its Talk.'" In Dean L. Hubbard (Ed.), *CQI: Making the Transition to Education* (pp. 474-494). Maryville, MO: Prescott Publishing, 1993.

This chapter illustrates how a course in TQM at UMD was deliberately constructed to demonstrate the concepts being taught.

**Walden University**

Contact: Larry V. Selin, Ph.D., Assistant Vice President for Planning and Institutional Research, 155 Fifth Avenue South, Minneapolis, MN 55401. 612-338-7224 (voice); 612-338-5092 (fax).

"Demystifying the CQI Process." *Walden University Self-Study Newsletter*, 1(3), November 1993, pp. 1-2.
Provides background on how CQI began at Walden, the goals of Walden's CQI program, first year accomplishments, and plans for year two of implementation.

"Message from the President." *The Walden Ponder* newsletter, Winter 1994.
Overview of Walden University's CQI efforts since October 1992 when the institution was acquired by Don Ackerman who also became Chair of the Board.

**Winona State University**

Contact: Dennis Nielsen, Dean, College of Science and Engineering, Winona State University, Stark Hall 201, P.O. Box 5838, Winona, MN 55987-5838. 507-457-5585 (voice); 507-457-5681 (fax).

Nielsen, Dennis. "A Deming Approach to Promotion and Tenure." Proceedings, American Society of Engineering Education Annual Meeting, Champaign, IL. June 1993.

Published Document(s):
Evans, Gary W. and Darrell W. Krueger. "Quality Quest: A Community's Catalyst for Progress." In Dean L. Hubbard (Ed.), *CQI: Making the Transition to Education* (pp. 369-391). Maryville, MO: Prescott Publishing, 1993.
This chapter describes WSU's quality journey since its inception in 1989 and makes the claim that quality efforts do make a difference.

## MISSISSIPPI

**Mississippi State University**

Contact: Danny R. Arnold, Associate Dean of Internal Affairs, College of Business and Industry, Mississippi State University, Box 5288, Mississippi State, MS 39762. 601-325-2580 (voice); 601-325-2410 (fax).

Arnold, Danny R. "Total Quality Management in the Classroom." March 1994. (12 pp.)

## MISSOURI

**Central Missouri State University**

Published Document(s):
Mullin, Ralph, George Wilson, and Michael Grelle. "CQI: A Model for Reform Based on Assessment-As-Learning and TQM." In Dean L. Hubbard (Ed.), *CQI: Making the Transition to Education* (pp. 495-522). Maryville, MO: Prescott Publishing, 1993.
The authors assert that it is time for faculty to lead the effort in explicitly evaluating the merits of higher education's paradigm and core process. This chapter describes the Continuous Process Improvement model which CMSU uses, contrasts it with the course-credit model, reviews CMSU's experiences in implementing the paradigm shift, and summarizes lessons learned from practice.

**Northwest Missouri State University**

Contact: Annelle Weymuth, Executive Assistant to the President, Northwest Missouri State University, 800 University Drive, Maryville, MO 64468. 816-562-1110 (voice); 816-562-1897 (fax).

*Empowered Teams and the Distribution of Academic Governance Responsibilities.* December 1994. (11 pp.)
An internal document, approved by the Board of Regents, that documents Northwest's plan to move away from the traditional, top down, command control model.

Published Document(s):
Hubbard, Dean L. "Can Higher Education Learn From Factories?" *Quality Progress*, 27(5), May 1994, pp. 93-97.
The application of TQM principles to NMSU has

been through a TQM plan called the 'Culture of Quality' that uses benchmarking to raise expectations and quality. The results include the installation of the first full-scale electronic campus in the U.S. and several other major innovations and achievements.

Hubbard, Dean L. "Is Quality a Manageable Commodity in Higher Education?" In Dean L. Hubbard (Ed.), *CQI: Making the Transition to Education* (pp. 72-89). Maryville, MO: Prescott Publishing, 1993.
The author, as president of NMSU since 1984, describes nine years of implementation. Includes examples, charts, graphs, and information about the financial impact.

Marchese, Ted. "Quality for the Long Haul." *AAHE Bulletin*, 46(9), May 1994, pp. 8-10.
In this article, Marchese interviews president Dean Hubbard about Northwest's ten years of TQM experiences.

"Quality, With Tears." *Financial World*, March 15, 1994, p. 52.
Brief description of the initial trials and tribulations of Northwest Missouri State University when its new president, Dean Hubbard, first began quality management initiatives a decade ago. Now a team-oriented, bottom-up approach to change is well ingrained, even among faculty members who fought Hubbard at first.

Van Dyke, Patt (Ed.). *The Culture for Quality: Effective Faculty Teams*. Maryville, MO: Prescott Publishing Co., 1995.
Represents the efforts of faculty at NMSU and their accounts of the hurdles and rewards of effective teamwork within the context of quality improvement.

## NEVADA

### University of Nevada-Las Vegas

Published Document(s):

Flueck, John A. "Three Classroom Experiments on the Use of Quick Feedback." In Harry V. Roberts (Ed.). *Academic Initiatives in Total Quality for Higher Education*. Milwaukee, WI: ASQC Quality Press, 1995, 279-293.

Flueck, John A. "The Use of Active Teaching Methods to 'Fix the Learning'." In Harry V. Roberts (Ed.). *Academic Initiatives in Total Quality for Higher Education*. Milwaukee, WI: ASQC Quality Press, 1995, 295-307.

## NEW JERSEY

### Rider University

Contact: Dr. Joseph Summers, Special Assistant to the President for Quality Enhancement, Rider University, 2083 Lawrenceville Road, Lawrenceville, NJ 08648-3099. 609-896-5036 (voice); 609-896-5261 (fax).

*TQM Messenger*. (4 pp.)
This quarterly publication updates the University community about issues relating to their TQM effort on campus. Topics have included updates on the quality enhancement process teams and their recommendations, the University's relationship with Johnson and Johnson's Quality Institute, and short columns on quality-related tools and concepts.

### Rutgers, The State University of New Jersey

Contact: Brent D. Ruben, Ph.D., Professor of Communication and Executive Director of Rutgers QCI/Office of Quality and Communication Improvement, 4 Huntington Street, New Brunswick, NJ 08903. 908-932-1420 (voice); 908-932-1422 (fax); ruben@QCI.rutgers.edu (e-mail).

"Introducing QCI (Quality and Communication Improvement)." *Rutgers Focus: A Newspaper for University Faculty and Staff*, February 25, 1994.
Includes an article by Rutgers President Lawrence discussing the use of an initiative called the University Program for Quality and Communication Improvement to improve quality standards and achieve excellence on the campus. Also includes an interview with Brent Ruben, Professor of Communication and member of the Rutgers community for 22 years.

Rutgers University Program for Quality and Communication Improvement. *Rutger QCI Introduction and Update*. March 23, 1994. (13 pp.)
Includes Rutgers' goals and approach to

improvement and offers information on the QCI office personnel, mission, and a list of pilot projects.

Published Document(s):

*Tradition of Excellence: Higher Education Quality Self-Assessment Program: Assessment Criteria and Guide*. Kendall-Hunt Publishing Company, 4050 Westmark Drive, Dubuque, IA 52004, 1995. (49 pp.) Price: $5.50. 319-589-1000 (voice).

An adaptation of the Malcolm Baldrige National Quality Award as developed by the Rutgers University Program for Quality and Communication Improvement. Addresses the particular needs of higher education institutions in which instruction, research/scholarship, and service/outreach are all components of the college or university mission.

## NEW YORK

### Alfred State College

Contact: Neil Benedict, Quality Advisor, Alfred State College, SDC-133, Alfred, NY 14802. 607-587-4208 (voice); benedinf@snyalfva.cc.alfredtech.edu (email).

*(CI)nergy – Quality News*. (2 pp.)

Monthly newsletter published by Alfred's Quality office.

### Bernard M. Baruch College (CUNY)

Published Document(s):

Levine, David M. "Using Minute Papers in an Executive MBA Program: Listening to the Voice of the Customer." In Harry V. Roberts (Ed.). *Academic Initiatives in Total Quality for Higher Education*. Milwaukee, WI: ASQC Quality Press, 1995, 327-334.

### Binghamton University

Contact: Gary Roodman, Professor and CQI Program Coordinator, School of Management, State University of New York-Binghamton, Binghamton, NY 13902. 607-777-2673 (voice); 607-777-4422 (fax).

Roodman, Gary M. "Total Quality Management for University Curriculum Design and Delivery." January 1994. (22 pp.)

*Second University-Wide Forum on Continuous Quality Improvement*. March 1995. (12pp.)

### Cornell University

Contact: Hank Dullea, Vice President of University Relations, Cornell University, 305 Day Hall, Ithaca, NY 14853-2801. 607-255-9029 (voice); 607-255-9412 (fax).

Jamieson, Sean. "Faculty Are Finding Ways to Apply Quality Management in Classrooms." (1 pp.)

This brief article touches upon initiatives by individual faculty members in the College of Veterinary Medicine, the Graduate School of Management, and at a cross-college center on manufacturing to bring quality processes into the classroom.

Segal, Sam. "Learning QIP Lessons from PandG." *Cornell Chronicle*, September 9, 1993. (1+ pp.)

This article highlights Quality Improvement Process (QIP) activities, both academic and administrative, which have resulted from 104 faculty, administrators and graduate students visiting Procter and Gamble's headquarters to learn about quality management.

Contact: Beth Warren, Associate Vice President, Cornell University, 130 Day Hall, Ithaca, NY 14853-2801. 607-255-3621 (voice); 607-255-6873 (fax).

*The Cornell Workplace: Sharing Human Perspectives*. (12 pp each issue)

The October issues of this weekly campus newspaper devoted a series of articles to the University's Quality Improvement Process in honor of Total Quality Month (October). Topics included: a brief history of the campus' quality efforts; general discussions about teams, the seven-step process and other approaches to quality; and a review of the Benefit Services team's experiences.

### Fordham University

Published Document(s):

Taylor, Arthur R. "TQM and Academia... The Next Step: How We Practice What We Teach." *The*

*Journal for Quality and Participation*, March 1991, pp. 78-81.
As dean, Taylor describes how the Fordham Graduate School of Business Administration's conversion to quality principles and management caused their school to grow very rapidly in recent years of poor economic growth.

**Rochester Institute of Technology**

Published Document(s):

Bonvillian, Gary and William Nowlin. "Integrating Principles of Total Quality into Teaching and Learning." In Harry V. Roberts (Ed.). *Academic Initiatives in Total Quality for Higher Education.* Milwaukee, WI: ASQC Quality Press, 1995.
This chapter describes the transformation of the College of Business at RIT since 1990 when the College committed itself to the integration of total quality into both the curriculum and operations. The result was a transition plan and workload for faculty and staff. The college abandoned the traditional departmental structure for a flat organization with decentralized decision making.

Bonvillian, Gary and William Nowlin. "Total Quality Management in Higher Education: Opportunities and Obstacles." In Ronald R. Sims (Ed.) *TQM in Higher Education: Is it Working? Why or Why Not?* Westport, CT: Greenwood Publishing Group, Inc., 1995, pp. 37-50.

**St. John Fisher College**

Contact: Dennis Crowley, Assistant to the President for Quality Leadership, St. John Fisher College, 3690 East Avenue, Rochester, NY 14618. 716-385-8015 (voice); 716-835-8129 (fax); crowley@fisher.sjfc.edu (e-mail).

*Baldrige Application: Overview and Leadership.*
Completed items for the overview/history and leadership (1.0) sections of the Baldrige Award application.

Crowley, Dennis W. and Joan M. Fraver. *Student Quality Training: The Logical Next Step.* AAHE Conference on Quality and Assessment, Washington, DC, June 13, 1994.
Outlines a student quality training program which was begun in spring 1994 to share quality concepts with student leaders, enabling them to become more involved in a college-wide initiative.

*Initiating TQM On Your Campus: A Workshop for College Administrators.* Presented at St. John Fisher College, June 21-25, 1993.
Offers a synopsis of the training sessions offered during this workshop. Presentations were given by many of the top administrators of SJFC.

*The Quality Journey of St. John Fisher College.* 1995.
Offers detailed timeline of events in the SJFC quality journey from 1988 to present.

Pickett, William L. *Quality Leadership.* June 1993.
This paper summarizes Fisher's quality journey which began in the summer of 1988. Presents the SJFC strategy to become a total quality college and insights developed about quality leadership.

Pickett, William L., Dennis W. Crowley, and Dea C. Gasbarre. *Report from the Front Lines: College-Wide Implementation.* Presented at the AAHE Assessment and Continuous Quality Improvement Conference, Chicago, IL, June 10, 1993. (16 pp.)
Documentation from a presentation given by the president, his assistant for quality leadership, and a faculty member. Includes a brief history of CQI at the College, information on campus training programs, and involvement of faculty in CQI.

Pickett, William C. *TQM in a Hostile Culture, or What's a Nice College Like You Doing with a Management Theory Like That?* Presentation from GOAL/QPC Conference, November 12, 1991. (18 pp.)
As college president, Pickett presents a summary of his college's first two and a half years (1988-1991) of quality leadership and their strategy to become a total quality college.

NOTE: The SJFC vision statement, mission statement, operating principles, academic priorities, and strategic goals are also available.

Contact: Harriet Royer, Director of Career Services, St. John Fisher College, 3690 East Avenue, Rochester, NY 14618. 716-385-8051 (voice).

*The Fisher Committment.*
This Committment is a guarantee that each of the College's graduates will be able to find a job for which a college degree is a qualification. The Committment is a five-year plan which outlines the

student's responsibilities from freshman year through the year following graduation and promises to pay up to $5,000 to any graduate who has met all his or her Committment obligations and is still unable to secure a job offer within six months after graduation.

Published Document(s):

Norton, Alan J. "A CFO's Perspective on the Quality Revolution." *New Directions for Higher Education* (No. 86, Total Quality on Campus: Is It Worth Doing?), Summer 1994, pp. 81-87.

This chapter portrays the experience of St. John Fisher College. It shows that the incremental benefits of implementing TQM are difficult to pin down and easily credited as the consequences of unrelated external forces. However, the value of positive employee morale and increased customer satisfaction as forces that attract and retain students should not be ignored in deciding whether the benefit expected from TQM justifies the cost.

**Syracuse University**

Published Document(s):

Shaw, K. A. "Sunflower Seeds at Syracuse: Cleaning Up with Quality." *Educational Record*, 74(2), Spring 1993, pp. 20-27.

Syracuse University has found that the focused, collaborative approach to institutional administration embodied in total quality management is beneficial. It requires allocation of adequate time and resources, observation of others, communication, addressing high-need areas first, and willingness to adapt, but it may bring resistance and heightened expectations.

## NORTH CAROLINA

### Duke University

Published Document(s):

Price, Robert M. "Forging Effective Business-Academia Partnerships." In Dean L. Hubbard (Ed.), *CQI: Making the Transition to Education* (pp. 90-116). Maryville, MO: Prescott Publishing, 1993.

The author, previously CEO of Control Data Corporation, describes the partnership forged between his company and the Fuqua School of Business at Duke University in which Control Data, a company implementing TQM, assisted the School in its continuous improvement intiative.

### North Carolina Community College System

Contact: John L. Ellis, Director, North Carolina Quality Center, Catawba Valley Community College, Route 3, Box 283, Hickory, NC 28602. 704-327-7000 (voice); 704-327-7276 (fax); ellisj@mercury.interpath.net (e-mail).

Catawba Valley Community College. *Quality Management Awareness Seminar.*

Course outline for introductory three-hour seminar. Includes six pages of slides used in presentation.

Ellis, John L. *Classroom Example of Variation and Systems.* (1 pp.)

Exercise in comparing variability in driving patterns to variation in manufacturing products.

Ellis, John L. *Managing Variation: Whose Job Is It?* (2 pp.)

Article used in training sessions and written by the Director of the North Carolina Quality Center: A Resource of the Community College System.

Guilford Technical Community College. *Building Quality Together: A Quality Initiative.*

Slides of this introductory presentation broadly outline the workshop.

*North Carolina Quality Center: Three-Year Accomplishments.* June 17, 1994. (1 pp.)

Bulleted listing of accomplishments.

*On Q Quality News: A Publication of Southwestern Community College.* I(1), May 1994. (8 pp.)

This issue of the campus newletter includes: "Perspectives from the President," an explanation of why the Quest for Quality is being pursued; a reprint of "Champions of the Spirit vs. Cynics of the Soul: Who's Winning Your Battle?", and an article written by one of the quality trainers used by the campus.

*Quality Management Newsletter.* (8 pp.)

A quarterly newsletter published and distributed by the North Carolina Quality Center, whose mission is "to define, develop, and deliver to every community college the strategies and resources to enable them to market, teach, and demonstrate TQM principles and techniques in their service areas." Format offers synopses of past conferences and information on future ones, informative book and video reviews, and short articles.

Pitt Community College. *The Quality Newsletter*, I(1), Spring 1994. (2 pp.)

This issue of the quarterly campus newsletter states the preliminary mission, statement, values, vision, and goals as developed by the Quality Leadership Council and requests feedback from the readership.

**North Carolina State University**

Contact: Team Leader, Quality Steering Team, North Carolina State University, Box 7522, Raleigh, NC 27695. 919-515-8506 (voice).

Anderson, James A. and Leonard, Rebecca. *Continuous Improvement of Undergraduate Advising at North Carolina State University*. 1993. (30 pp.)

Includes an eleven-page report of this pilot quality team's activities during the 1992-1993 academic year and eighteen pages of presentation materials, including an affinity diagram on the parameters of an effective advising model.

*Continuous Quality Improvement (CQI) Implementation Plan at North Carolina State University*. June 1993. (16+ pp.)

This paper represents the recommendations of the University's Quality Steering Team which was formed in November 1992 to set the stage for quality improvement throughout the campus.

Contact: Loretta Harper, Associate Vice Chancellor of Human Resources, North Carolina State University, Box 7210, Raleigh, NC 27695. 919-515-3443 (voice); 919-515-7543 (fax).

Gentry, Debbie, Loretta Harper, and Rebecca Leonard. *CQI Training Program at North Carolina State University*. 1993. (26 pp.)

Presentation materials which provide an overview of the CQI training programs being offered by the University.

**OHIO**

**Kent State University**

Published Document(s):

Kelley, Lawrence R. "Focus in a Time of Change: Kent State Promotes a Quality Operations Culture." *Business Officer*, April 1994, pp. 32-36.

This is the story of Kent State's attempt to live up to Edwards Deming's words, "The challenge is not to develop a quality management program, but to have a culture that expects and promotes quality."

**University of Cincinnati**

Published Document(s):

Bell, Howard W. and Nancy Hanseman. "Alphabet Soup of Management Tools: Cincinnati's ASEP Process Resembles TQM, CQI, and QPS." *Business Officer*, 27(7), January 1994, pp. 36-40.

An organizational development and quality enhancement effort at the University of Cincinnati incorporating characteristics of several popular quality management systems has produced unanticipated benefits in the administrative services and information technologies division: downsizing was less drastic than anticipated; innovative financing was found; cultural change occurred; and productivity has increased. (ERIC)

**Xavier University**

Contact: Sam Welch, P.O. Box 55, Cincinnati, OH 45201-0055. 513-321-8882 (voice and fax). rblwelch@xavier.xu.edu (e-mail).

Welch, Samuel C. "The Creation of a Pilot Competency Requirements Bank (CRB)." *Requirement Based Learning*, December 1993.

Welch, Samuel C. *The Xavier University Opera Workshop: An Adaptation of Quality Management Principles to Improve the Outcomes of Post Secondary Education*. Paper. 1995. (65 pp. with 250 pp. addendum; available on disk)

This two year retrospective of the Workshop addresses the use of Quality Management at the classroom level. It meets the needs of its customers through systematic research on career competency requirements, education process design, collaboration between students, educators and employers, and education outcomes assessment.

## OKLAHOMA

### Cameron University

Published Document(s):

McClung, Jacquetta J. and Sue Seymour. "Implementing TQM at Cameron University: Lessons Learned So Far," *Southwest Oklahoma Economic Review*. Spring 1993, pp. 1-6.

This article begins with defining TQM, then offers justification for its application to higher education, and concludes with Cameron University's own experience and lessons learned.

## OREGON

### Oregon State University

Contact: Ilene K. Kleinsorge, Ph.D. Associate Professor of Accounting, Oregon State University, Corvallis, OR 97331-2603. 503-737-6062 (phone).

Kleinsorge, Ilene K. and Mary Alice Seville. "Using Total Quality Concepts for Curriculum Development," 1995.

This manuscript shares one Accounting and Information Management department's efforts in using total quality principles to review and design accounting curriculum. The benefits and costs of using the described total quality process are examined.

Published Document(s):

Brown, Daniel J. and Harold F. Koenig. "Applying Total Quality Management to Business Education," *Journal of Education for Business*, July/August 1993, pp. 325-329.

This article illustrates how faculty at Oregon State University's business school found that TQM is useful for discovering quality improvement needs, focusing on improvement, and providing a useful set of tools to implement improvements.

Coate, L. Edwin. "Implementing Total Quality Management in a University Setting." *New Directions for Institutional Research* (No. 71 Total Quality Management in Higher Education), 18(3), Fall 1991, pp. 27-38.

Excellent operational outline of Oregon State University's implementation of TQM into its administrative operations. Coate is the vice-president for finance and administration at OSU and his account of the implementation process offers insight into lessons learned from mistakes, structural changes that evolved from the program, and changes in the behavior and attitude of the participants. (UMich)

Coate, L. Edwin. "TQM on Campus: Implementing Total Quality Management in a University Setting." *Business Officer*, 24(5), November 1990, pp. 26-35.

Total quality management is a system for creating organization-wide participation in planning and implementing a continuous improvement process exceeding customer expectations. It is built on the assumption that ninety percent of problems are a result of process not employees. Implementation at OSU has nine phases.

Howard, N. L. "The Role of the Quality Manager." *New Directions for Institutional Research* (No. 78, Pursuit of Quality in Higher Education: Case Studies in Total Quality Management), 15(2), Summer 1993, pp. 105-110.

Oregon State University has created a permanent administrative position responsible for providing university-wide administrative and technical support for implementation of TQM. Introductory, strategic, team, and special topic training are provided. Communication with the university community is a primary responsibility. The role is expected to evolve as institutional needs change.

McMillen, L. "To Boost Quality and Cut Costs, Oregon State University Adopts a Customer-Oriented Approach to Campus Services." *Chronicle of Higher Education*, 37(21), February 6, 1991, pp. A27-A28.

At Oregon State University, an investigation into physical plant administration in response to complaints found significant problems with customer service. Adopting an approach called total quality management, the staff identified and resolved problems, improved quality, and reduced costs. Administrators feel the principles could be applied in all university divisions.

Parker, Donald F., Daniel J. Brown, and Dennis O. Kaldenberg, "Incorporating Total Quality into a College of Business." In Harry V. Roberts (Ed.). *Academic Initiatives in Total Quality for Higher Education*. Milwaukee, WI: ASQC Quality Press, 1995, pp. 205-227.

### Portland State University

Published Document(s)

Dawson, Scott and Richard Sapp. "A Company-Based Pedagogy for Teaching Process Improvement Within an MBA Program." In Harry V. Roberts (Ed.). *Academic Initiatives in Total Quality for Higher Education*. Milwaukee, WI: ASQC Quality Press, 1995, pp. 435-452.

This chapter describes the three-year evolution of an MBA course in process improvement.

Desrochers, Lindsay Ann. "They Did It Their Way: Administrative Transformation at Portland State University." *NACUBO Business Officer*, July 1994, pp. 30-34.

Asserts that leaders must look at their institutions and their unique cultures and purposes, and then approach change with a combination of strategies that is right for each institution.

## PENNSYLVANIA

### Community College of Allegheny County

Contact: Eileen Morelli, Assistant to the President/Quality Coordinator, Community College of Allegheny County, 800 Allegheny Avenue, Pittsburgh, PA 15232. 412-237-3105 (voice); 412-237-3037 (fax).

*The Quality Improvement Journey at the Community College of Allegheny County.* 1995, (14 pp.).

### Delaware County Community College

Contact: Susanna B. Staas, Quality Coordinator, Delaware County Community College, 901 South Media Line Road, Media, PA 19063-1094. 610-359-5325 (voice); 610-359-5343 (fax).

Staas, Susanna B. *Implementing Total Quality Management at a Community College: The Adventure and the Lessons Learned.* 1995, (13 pp.).

Staas, Susanna B. and Mary Ann Heverly. *Process Improvement and the PDCA Cycle*. Workshop presented at the 1994 CQIN Institute, Wausau, Wisconsin. (27 pp.)

This packet includes handouts representing the content of this workshop.

*TQ Steering Team: Models for Creating, Monitoring and Improving Processes*. 1994. (19 pp.)

This document offers guidance on the following topics: the ideal process; beginning, maintaining, and improving a process; developing and improving mission statements; using selected TQM tools; and measuring process performance.

Published Document(s):

DeCosmo, Richard D. and Jerome S. Parker. "Piecing Together the Full Power of Quality at a Community College." In Dean L. Hubbard (Ed.), *CQI: Making the Transition to Education* (pp. 50-71). Maryville, MO: Prescott Publishing, 1993.

The author, as president of Delaware County Community College since 1980, describes the DCCC three-fold strategy for implementing total quality: first, use the principles to improve administrative systems and processes; second, develop curricula to teach TQ; and third, encourage teachers and faculty to use the principles in teaching and learning.

DeCosmo, Richard D., Jerome S. Parker, and Mary Ann Heverly. "Total Quality Management Goes to Community College." New Directions for Institutional Research (no. 71 *Total Quality Management in Higher Education*), 18(3), Fall 1991, pp. 13-25.

This article details the four-year implementation of TQM at Delaware County Community College to conserve resources, improve effectiveness, assure quality, and increase participation in decision making. Reported are planning, execution, and monitoring activities of the implementation team; specific problems encountered; and benefits and impact on the institutional research office.

Entner, D. "DCCC Takes the TQM Plunge . . . And Tells How." *Educational Record*, 74(2), Spring 1993, pp. 28-34.

Activities at Delaware County Community College in implementing total quality management are examined and compared with criteria used by the United States Chamber of Commerce for making quality awards to businesses. (SMcD)

Heverly, Mary Ann and Jerome S. Parker. "Hoshin Planning Applies Total Quality Management to the Planning Process." New Directions for Institutional Research (No. 78, *Pursuit of Quality in Higher Education: Case Studies in Total Quality Management*), 15(2), Summer 1993, pp. 67-72.

Hoshin, or breakthrough, planning is the TQM method of integrating strategic planning into the daily work of organizational units. Delaware County Community College's adaptation of the process and its use in daily management are described and presented in the form of a flow chart.

**Edinboro University of Pennsylvania**

Published Document(s):

Cornesky, R.A. "Implementing TQM Procedures at Edinboro University of Pennsylvania." *U.S. Women Engineer*, May 1991.

This brief article offers a micro view of implementing TQM principles to reduce class sizes and concomitantly increase productivity in the registration process at Edinboro University of Pennsylvania. In case study form, Cornesky analyzes five separate systems identified as inherent in the registration there. He outlines how implementing Deming's Plan-Do-Check-Act process produced annual savings of $500,000 through more efficient instructional allocation of courses. (UMich)

**Pennsylvania State University**

Contact: Louise Sandmeyer, Executive Director, and Carol Everett, Assistant Director, CQI Center, The Pennsylvania State University, 303 Old Main, University Park, PA 16802. 814-863-8721 (voice); 814-863-8685 (fax); les1@psuadmin.psu.edu (e-mail for Sandmeyer); cle2@psuadmin.psu.edu (e-mail for Everett).

*Benchmarking Guidelines*. (1 pp.)

Observations and recommendations for benchmarking based on the assessment of the benchmarking plans and reports from the previous year.

*Continuous Quality Improvement* (previously titled *CQI Teamwork*).

A monthly newsletter distributed to Penn State administrators and CQI team members on campus. Began distribution in January 1994. Following are examples of the newsletter's articles.

Dooris, Mike. "What's Happening in the Classroom?" *CQI Teamwork*, No. 2, January 1994.

Overview of the only CQI team dealing with Penn State's core academic business--namely, teaching and learning. The team's goal is to look for ways of improving the basic physics preparation of undergraduate engineering majors.

Loomis, Fred. "Vision to Reality: Using Transformational Management to Close the Quality Gap." *CQI Teamwork*, No. 3, February 1994.

This article describes how the division of Continuing and Distance Education is using the transformational management system (TMS) to bridge the gap between its vision and the reality of organizational life.

Brown, Judy Sorum. "Why Concepts of Quality Don't Attract Greater Interest and Support in the Modern University" *CQI Teamwork*, No. 5 and 6, July-August, 1994 (two parts).

As a Senior Fellow of the Aspen Institute, Brown bridges the concepts of the learning organization and Continuous Quality Improvement and explores the various meanings of "quality."

Stewart, James B. and W. Terrell Jones. "Is Diversity a Threat to University Quality or Our Best Bet for the Future?" *CQI Teamwork*, No. 8 and 9, October-November 1994 (two parts).

Article written by the Vice Provost and Deputy Vice Provost for Educational Equity in which they define quality and diversity and conclude that they can be compatible if quality is defined as talent development or value added.

University Council on Continuous Quality Improvement and the Continuous Quality Improvement Center. *A Review of Policies and Practices*, May 1994. (16 pp.)

Covers the status of the policies and practices of each administrative unit with regard to their improvement efforts as categorized by "improvement," "under review," "no change," or "no change-legal reasons."

University Council on Continuous Quality Improvement and the Continuous Quality Improvement Center. *Teams, Processes, and Improvements: November 1991 through January 1995*. (47 pp.)

Over 100 teams have been involved in Penn State's CQI effort and they are all described in this resource. Entries for each team include the team's mission, sponsors, leader, facilitator, accomplishments, and present status.

Contact: Bob Novak, 509 Business Administration Building, Pennsylvania State University, University Park, PA 16802. 814-863-1231 (voice); 814-863-7067 (fax).

Novak, Robert A. *Implementing Quality Concepts in the Classroom*. Paper. 1995.
Includes background on the relationship between TQM and assessment, a fairly comprehensive flowchart of factors influencing the learning process, and illustrations of the specific processes and forms used in improving a business logistics course.

Published Document(s):

Ord, J. K. "Total Quality Management in the Classroom: A Personal Odyssey." *New Directions for Institutional Research* (No. 78, Pursuit of Quality in Higher Education: Case Studies in Total Quality Management), 15(2), Summer 1993, pp. 37-39.
In an effort to improve an introductory statistics course, one business administration professor at the Pennsylvania State University incorporated TQM principles into his instruction of the course.

Seymour, Daniel T. "Quality on Campus: Three Institutions, Three Beginnings." *Change*, 25(3), May/June 1993, pp. 14-27.
The author offers three case studies designed to examine the impact of TQM principles as they are applied on college and university campuses. The institutions studied include: Georgia Tech, Penn State, and the University of Maryland. (SMcD)

Sokol, P. E. "Improvements in Introductory Physics Courses." New Directions for Institutional Research (No. 78, *Pursuit of Quality in Higher Education: Case Studies in Total Quality Management*), 15(2), Summer 1993, pp. 41-44.
In introductory physics courses at Pennsylvania State University, student preparation outside class was inadequate to meet course needs. The plan-do-check-act cycle of the TQM approach was successfully used in this situation to evaluate instructional changes and help balance increased student assignments with increased grading time.

Spence, Larry D. and Louise Sandmeyer. "From the Front Lines: Improving Quality in the Classroom at Penn State." In Harry V. Roberts (Ed.). *Academic Initiatives in Total Quality for Higher Education.* Milwaukee, WI: ASQC Quality Press, 1995, 335-357.
This chapter presents the results of interviews with nine faculty members from across the Penn State campus on applying quality techniques in the classroom.

Winck, S. K. "Teamwork Improves Office Climate." New Directions for Institutional Research (No. 78, *Pursuit of Quality in Higher Education: Case Studies in Total Quality Management*), 15(2), Summer 1993, pp. 57-58.
The Smeal College of Business Administration at the Pennsylvania State University selected its advising center as the pilot unit for a continuous quality improvement project using TQM principles. It was found that a quality improvement culture evolves when team practices are carried into the everyday office environment.

### University of Pennsylvania

Contact: Jill Maser, Quality Coordinator, Administrative Services, University of Pennsylvania, 34th and Spruce Streets, Philadelphia, PA 19104. 215-898-5227 (voice); maser@a1.upenn.edu (e-mail).

Ianneca, S. *Reducing the Cost of Trash Removal.* Philadelphia, PA: University of Pennsylvania, 1991.
Senior management initiated four quality teams in December 1990 after Penn's senior vice president and administrative vice presidents participated in a Juran style quality workshop in the fall. The article describes Penn's efforts to improve four trash removal "sub-processes." (UMich)

Maser, Jill. *Applying Juran in a University Environment: Reducing the Cost of Mailing at the U. of Pennsylvania.* IMPRO '91, University of Pennsylvania, 1991.

Miselis, Karen L., G. G. Lozier, and Deborah J. Teeter, 1991. *Strategic Planning and Total Quality Management: A New Partnership*. Paper presented at 26th Annual Conference of the Society for College and University Planning, July 14-17, 1991.

Topper, Frank L. "Using Juran's Quality Improvement Methodology to Ensure Timely Recovery of Sponsored Research Funding." *IMPRO '91 Conference*, University of Pennsylvania, 1991.

Published Document(s):

Marchese, Ted. "TQM at Penn: a Report on First Experiences." *AAHE Bulletin*, 45(3), November 1992, pp.3-5, 14.

In this article, Marchese interviews executive vice president Marna Whittington about Penn's two years of TQM experiences. Included are the reasons for the shift to TQM, the planning involved, and the experiences of the first sets of quality teams.

Miselis, K. A. "Realizing Financial Savings Through Total Quality Management." New Directions for Institutional Research (No. 78, *Pursuit of Quality in Higher Education: Case Studies in Total Quality Management*), 15(2), Summer 1993, pp. 53-55.

At the University of Pennsylvania, TQM principles were applied to its financial functions to ensure timely recovery of sponsored research funding and reduce research account overdrafts. TQM implementation both saved money and highlighted how important careful formation of the quality improvement team is.

**University of Pittsburgh**

Published Document(s):

Liebmann, Jeffrey D. "A Quality Initiative Postponed." New Directions for Institutional Research (No. 78, *Pursuit of Quality in Higher Education: Case Studies in Total Quality Management*), 15(2), Summer 1993, pp. 117-121.

During a time of administrative reorganization at the University of Pittsburgh, the efforts of a team preparing to implement the TQM approach were suspended. Problems encountered included flaws in organizational structure, insufficient communication, hidden agendas, deteriorating relationships, limited resources, limited commitment and support, and political pressures. (SMcD)

Tucker, Shirley. "Human Resources Improvement at the University of Pittsburgh." In Dean L. Hubbard (Ed.), *CQI: Making the Transition to Education* (pp. 264-280). Maryville, MO: Prescott Publishing, 1993.

This chapter describes the first ten months of the University of Pittsburgh's continuous improvement program which was piloted in the Office of Human Resources. It concludes with recommendations for overall use of CQI in higher education.

**Villanova University**

Contact: John M. Kelley, Ph.D., Director, Office of Planning and Institutional Research, Villanova University, 800 Lancaster Avenue, Villanova, PA 19085-1699. 610-519-4835 (voice); 610-519-7162 (fax).

*An Idea for Improving Quality at Villanova University.* (3 pp.)

This form is used by members of the Villanova University "community" to suggest ways to improve the University. Forms are returned to the VQI Steering Committee.

Office of Planning and Institutional Research. *Villanova Quality Improvement: From Idea to Implementation.* August 1994.

A detailed account of Villanova's initial year of quality improvement from June 1993 to June 1994. Includes appendices of committee memberships and suggestion forms. (18 pp.)

Office of Planning and Institutional Research. *Villanova Quality Improvement: Implementation to Operation.* May 1995.

A detailed account of Villanova's second year of quality improvement from June 1995 to May 1995. (10 pp.)

*VQI: Villanova Quality Improvement.* (4 pp.)

A newsletter for the Villanova community which is published several times a year. Its purpose is to create a communications forum about the VQI initiative.

*Villanova Quality Improvement: Mission, Goals, Principles, Model.* (16 pp.)

This document describes the many components of Villanova Quality Improvement, from its mission and goals to a basic model of how these can be applied through teamwork and measuring progress.

## RHODE ISLAND

**University of Rhode Island**

Published Document(s):

Carothers, Robert L. and Mary Lou Sevigny. "Classism and Quality." New Directions for Institutional Research (No. 78, *Pursuit of Quality in Higher Education: Case Studies in Total Quality Management*), 15(2), Summer 1993, pp. 13-15.

Introduction of the total quality management approach in college administration can create a new awareness of class distinctions among employees and a new demand for respect, dignity, and equity, all essential characteristics of an effective organization.

## TENNESSEE

**Belmont University**

Contact: Susan Hillenmeyer, Vice President, Belmont University, 1900 Belmont Boulevard, Nashville, TN 37212. 615-383-7001 (voice); 615-385-6455 (fax).

Belmont University Center for Quality and Professional Development. *Benchmarking: Quality Team Manual.* (24 pp.)
This booklet leads the reader through the process of benchmarking. Although the manual was obviously prepared for use by Belmont employees, it is applicable to all higher education institutions.

Contact: Kathy Baugher, 225 Williamsburg Circle, Brentwood, TN 37027. 615-370-5927 (voice).

Baugher, Kathy. *The LEARN Team Manual.* ($15)
Booklet which explains the LEARN process developed by the author and gives models for forming LEARN teams.

Contact: Mona Collett, Director of Communications, Belmont University, 1900 Belmont Boulevard, Nashville, TN 37212. 615-385-6792 (voice).

Fox, D.A. "Making Their Brainpower Blossom." *The Tennessian*, November 25, 1991. (1 pp.)
The article describes the efforts of Belmont College's President William Troutt to make Belmont into a Deming-style organization. (UMich)

Hillenmeyer, Susan. "Long Range Plan Targets Key Areas." *1900 Belmont: The Campus Magazine for Faculty and Staff*, Summer 1994, pp. 7.
Lists eleven areas targeted for improvement in the Long Range Plan.

Office of Communications. *1900 Belmont: A Magazine for the Belmont University Campus Community.*
The campus magazine which is published quarterly and reports on a variety of campus issues which include but are not limited to articles related to CQI.

"President Gives a Report Card on University's Improvement Efforts." *1900 Belmont*, Fall 1994, pp. 4-5.
Belmont's president grades the university's improvement efforts based on Deming's 14 points.

Contact: Mike Awalt, Ph.D., Directory of the Teaching Center, Belmont University, 1900 Belmont Boulevard, Nashville, TN 37212. 615-386-4423 (voice).

*The Art of Teaching: A Monthly Publication of The Teaching Center*. (2 pp.)
Newletter primarily featuring articles written by Belmont professors and devoted to exploring issues, problems, and practical strategies related to the fine art of teaching.

Published Document(s):

Baugher, Kathryn H. "Listening to Our Coworkers: Using the LEARN Process to Improve Teaching and Learning." In Harry V. Roberts (Ed.). *Academic Initiatives in Total Quality for Higher Education.* Milwaukee, WI: ASQC Quality Press, 1995, pp. 265-278.

Hillenmeyer, Susan G. "Continuous Improvement: Transition Through Service Systems." In Dean L. Hubbard (Ed.), *CQI: Making the Transition to Education* (pp. 132-141). Maryville, MO: Prescott Publishing, 1993.
Presents a curriculum, designed by Belmont employees, for delivering quality service. The course combines knowledge about process improvement and systems thinking with the best of customer-service models.

Hillenmeyer, Susan G. "How Quality Improvement Teams Work to Improve Processes in Departments and Administrative Units." *Quality Quest in the Academic Process.* Birmingham, AL: Samford University and GOAL/QPC, 1992.
This chapter approaches quality teams as one of the elements necessary for the application of a quality management strategy to higher education institutions. The author, as Vice President for Quality and Professional Development at Belmont University, offers advice based on three years of Quality Improvement efforts, including two years of team operations, at Belmont.

### University of Tennessee

Published Document(s):

Ehrhardt, Michael C. "Total Quality Management and the Integrative Curriculum of the University of Tennessee MBA Program." In Harry V. Roberts (Ed.). *Academic Initiatives in Total Quality for Higher Education.* Milwaukee, WI: ASQC Quality Press, 1995.

This chapter describes the integrative core curriculum for the UT MBA program which was implemented in 1991. The rationale for making a nonincremental change in the curriculum, the TQM-type process used, and a discussion of administative issues are also discussed.

"Getting Started in TQM - A Tennessee Experience." *Journal of Career Planning and Employment*, 53(3), March 1993, pp. 36-44.

Describes experiences of the University of Tennessee as attempts were made to spread total quality management concepts more effectively across the campus. Describes what TQM is, background and initiation of project, and results of project implementation. (SMcD)

## TEXAS

### Brookhaven College

Contact: Jan Brobst, Vice President of Institutional Advancement and Administration, Brookhaven College, 3939 Valley View Lane, Farmers Branch, TX 75244. 214-620-4711 (voice); 214-620-4897 (fax).

*Quality Initiatives Program.* (30 pp.)

This booklet is published annually and recognizes the Quality Initiative Program Winners for the previous year, and outlines, by division, Brookhaven's Quality Initiatives for the current year.

### Dallas County Community College District

Contact: Margot Hirsch, Director, Quality and Planning, Dallas County Community College District, 701 Elm Street, Dallas, TX 75202. 214-746-2451 (voice); 214-746-2475 (fax).

*Professional and Personal Development Opportunities: DCCCD Staff Development Programs.* (22 pp.)

Course catalog of district-wide programs available to full-time faculty and staff based on years of service.

*Quality Center.*

A monthly newsletter produced by volunteers at the District Service Center to maintain general awareness about the DSC's quality initiative, to recognize participation, and to bring in knowledge from the outside through Internet messages, articles, and book reviews.

Tucker, B.F. and Corvey, B.K. *CQI Institutional Self-Assessment Questionnaire and Tally Sheet.* (2 pp.)

A Likert-scale based questionnaire which is based on the degree to which the attributes and behaviors in the statement are present in your organization.

### Houston Baptist University

Contact: Francis X. Mahoney, Ed.D., College of Business and Economics, Houston Baptist University, P.O. Box 441181, Houston, TX 77244. 713-496-0455 (voice); 713-995-3408 (fax).

Mahoney, Francis X. and Cliff Barbee. *The Syllabus: Continuous Classroom Quality Improvement Starts Here.* 1993. (23 pp.)

The authors first provide a rationale for the need to develop a quality-focused course syllabus. Next, they provide a model and description of the key parts of a suggested syllabus which has been tested with U.S. and international students at Houston Baptist. A number of outlines and forms are included to help bring TQM concepts into the classroom and assess course progress and results.

### Houston Community College

Published Document(s):

Hardney, Marcia Edwards. "Quality in Higher Education: A Case Study of the Road to Total Quality Service in the Houston Community College System." In Ronald R. Sims (Ed.) *TQM in Higher Education: Is it Working? Why or Why Not?* Westport, CT: Greenwood Publishing Group, Inc., 1995, pp. 87-105.

**Richland College**

Contact: Burt Peachy, 12800 Abrams Road, Dallas, TX 75243. 214-238-6178 (voice); 214-238-6957 (fax); bxp8911@dcccd.edu.

*Richland College Master Plan: Goals, Objectives and Strategies*. January 1995. (36 pp.)
This document outlines the seven major goals of Richland College and the many objectives, strategies, and measures necessary to achieve these goals.

**Southwest Texas State University**

Contact: Marsha Moore, Director, Staff Development, Southwest Texas State University, 601 University Drive, San Marcos, TX 78666-4616. 512-245-2283 (voice) 512-245-7720 (fax).

*Southwest Texas State Quality*. (3 pp.)
SWT's Quality Statement, Quality Team Accomplishments, and Quality Team Goals.

**Texas Tech University**

Contact: Kerry Billingsley, Director, Office of Quality Service, Texas Tech University, Box 42015, Lubbock, TX 79409-2015. 806-742-0530 (voice); 806-742-0255 (fax); qualt@ttacs.ttu.edu (e-mail).

Garnett, Don and Kerry Billingsley. "SERVICE*plus*: Integrating CONNECTIONS and Continuous Quality Improvement in a Major University Setting." Presented at the National Conference on Student Retention, July 13-16, 1994, Washington, D.C.
History of the TTU quality journey in which it combined training materials offered by Noel-Levitz and courses developed in-house at TTU.

Garnett, Don T. and Kerry Billingsley. "Making Quality Work on Campus at Texas Tech." *NACAS College Services Administration*. November/December 1994, pp. 40-45.

*SERVICEplus Texas Tech*. (1 pp.)
A short description of SERVICEplus, an ongoing awareness effort to aid faculty, staff, and administrators in supporting the CQI mission of the university.

**University of Texas-Austin**

Contact: Michelle O'Reilly, Associate Director, University of Texas Quality Center, Office of the President, P.O. Box 7459, Austin, TX 78713-7459. 512-471-9970 (voice); 512-471-1063 (fax).

*The UT Quality Center*. (4pp.)
This newsletter outlines the quality activities on campuses and advertises upcoming quality-related courses.

## UTAH

**Weber State University**

Contact: Cherrie Nelson, Quality Support Office, Administrative Services Division, Weber State University, Miller Administration Building, Room 307, Ogden, UT 84408-1006. 801-626-7496 (voice); 801-626-7922 (fax).

Administrative Services. *Quality Improvement Newsletter: Improving Quality and Customer Service through Teamwork*. (2 pp. each issue)
Monthly publication highlighting the progress of various process action teams on the Weber campus.

*Implementation Plan for Administrative Services Quality Effort*, June 30, 1994. (3 pp.)
Outlines eleven steps necessary for implementation from "establish mission/vision/guiding principles" to "evaluate progress."

Contact: Carol Berrey, Assistant to the President, Weber State University, Miller Administration Building, Room 317, Ogden, UT 84408-1012. 801-626-6999 (voice); 801-626-7069 (fax).

*Strategic Planning Task Force: Mission Statement*. (1 pp.)
Four-paragraph mission statement for this comprehensive higher education institution primarily committed to quality undergraduate education.

*Strategic Planning Task Force: The Vision*. (1 pp.)
States the University's vision and nine ways in which it will realize this vision.

## VIRGINIA

### George Mason University

Contact: Barbara Lembcke, Senior Policy Planning Analyst, Office of Institutional Finance and Planning, George Mason University, MSN 3B2, Fairfax, VA 22030-4444. 703-993-8834 (voice); 703-993-8707 (fax); lembcke@gmu.edu (e-mail).

> Lembcke, Barbara A. "Using Total Quality Management at George Mason University to Work Smarter." Presentation given at Fairfax Quality Day, May 12, 1993, Fairfax, VA.
>
> The author discusses the University's recent history during which TQM has begun to take hold in administrative as well as academic areas. Specific examples of the changing culture are offered.

### Virginia Commonwealth University

Published Document(s):

> Cowles, D. and Gilbreath, G. "Total Quality Management at Virginia Commonwealth University: An Urban University Struggles with the Realities of TQM." *Higher Education*, 25, 1993, pp. 281-302.
>
> This detailed article offers an account of the University's TQM experience from its initial reasons for pursuing TQM to why, almost two years later, it decided not to pursue TQM as a university-wide mandate.

### Virginia Polytechnic Institute and State University

Published Document(s):

> Leffel, Linda G., et. al. "Assessing the Leadership Culture at Virginia Tech." New Directions for Institutional Research (no. 71, *Total Quality Management in Higher Education*), 18(3), Fall 1991, pp. 63-72.
>
> Virginia Polytechnic Institute and State University undertook a comprehensive organizational development analysis to identify the cultural facilitators and barriers to change and the professional development needs of managers. The results suggested a comprehensive leadership development plan to create the necessary climate for TQM implementation.

## WISCONSIN

### Alverno College

Contact: William McEachern, Dean, School of Business and Management, Alverno College, 3401 South 39th Street, P.O. Box 343922, Milwaukee, WI 53234-3922. 414-382-6238 (voice); 414-382-6354 (fax).

> McEachern, William and Kathleen O'Brien. *Faculty Development Meets Baldrige Assessment.* Presented at the American Association for Higher Education 9th Annual Conference on Assessment and Quality, Washington, DC, June 12-15, 1994.
>
> This is a diagram of criteria expected for the rank of "Beginning Assistant Professor" through "Professor" which was used in the presentation.

Published Document(s):

> McEachern, William and Kathleen O'Brien. "Constancy of Purpose: Education and Assessment As-Learning." In Dean L. Hubbard (Ed.), *CQI: Making the Transition to Education* (pp. 454-473). Maryville, MO: Prescott Publishing, 1993.
>
> This chapter examines and draws some conclusions regarding the congruence of the principles underlying ability-based education and CQI principles.

### Fox Valley Technical College

Contact: The Quality Academy, Fox Valley Technical College, 1825 North Bluemound Drive, P.O. Box 2277, Appleton, WI 54913-2277. 414-735-5707 (voice); 414-735-4771 (fax).

> The Academy for Quality in Education. *Fox Valley Technical College*. Appleton, WI: Fox Valley Technical College, May 1990.
>
> Fox Valley did not pilot TQM but went for it wholesale with a systems approach (college-wide). All employees received training based on an adaptation of Crosby's model. New employees receive twenty hours of training. This piece promotes their efforts and outlines their structure. (UMich)

> *Quality First Annual Report*. Appleton, WI: Fox Valley Technical College, 1989 and 1990.
>
> These two available annual reports from 1989 and 1990 discuss the sixteen-step hybrid

implementation process which Fox Valley utilized in implementing quality practices. Also reports on quality committees and departmental teams.

Published Document(s):

Spanbauer, Stanley J. *A Quality System for Education: Using Quality and Productivity Techniques to Save Our Schools*. Milwaukee, WI: ASQC Quality Press, 1992.

This case study of Fox Valley Technical College's pioneering application of quality processes shows how to improve educational services. It explains how to identify and reduce a school's cost of conformance and nonconformance, while demonstrating the successes achieved by improving services to external and internal customers while reducing operating costs.

Spanbauer, Stanley J. *Quality in Education...Why Not?* Appleton, WI: Fox Valley Technical College Foundation, 1987.

Fox Valley Technical College was among the first to teach TQM in its business continuing education program and has begun to use TQM, based on Phil Crosby's approach, in its own management. FVTC has adapted TQM for education in its Quality First program. The book explains Quality First with illustrations from FVTC's experience.

Spanbauer, Stanley J. "TQM in the Teaching/Learning Process." In Dean L. Hubbard (Ed.), *CQI: Making the Transition to Education* (pp. 394-409). Maryville, MO: Prescott Publishing, 1993.

This chapter focuses on the empowerment of teachers within the context of TQM. Included are applications of TQM to the teaching/learning process at Fox Valley Technical College.

Spanbauer, Stanley J. "TQM in the Teaching/Learning Process: Part II-Applications at Fox Valley Technical College." *Adult Assessment Forum*, Summer 1993, pp. 6-7, 12.

Itemizes institution-wide initiatives which have involved faculty as well as the cases in which instructors have directly applied TQM to the teaching/learning process.

Tyler, Carol R. "Total Quality Management Is Total at Fox Valley Technical College." New Directions for Institutional Research (No. 78, *Pursuit of Quality in Higher Education: Case Studies in Total Quality Management*), 15(2), Summer 1993, pp. 59-63.

At Fox Valley Technical College, application of TQM brought positive outcomes and other effects. Areas in which TQM was used are considered in this chapter, including admissions, employee safety, customer focus, policy formation, management performance appraisal, student services, creation of a self-managing class, TQM for graduates and operational planning. (SMcD)

**Milwaukee Area Technical College**

Contact: James Rieley, Director, The Center for CQI, Milwaukee Area Technical College, 700 West State Street, Milwaukee, WI 53233. 414-297-7806 (voice); 414-297-7764 (fax); jrieley@music.lib.matc.edu (e-mail).

Center for Continuous Quality Improvement. *Continuous Quality Improvement Plan*. March 1994. (8 pp.)

This document is an outcome of the strategic planning process at MATC. It establishes the four-phase plan by which CQI implementation will occur between 1993 and 1997.

Center for Continuous Quality Improvement. *Facilitator Handbook*. (50 pp.)

Developed to assist the implementation of CQI at MATC, a goal of the strategic planning process at the college, but would be generally applicable to higher education institutions implementing CQI. Includes guidelines for facilitators and team members, interpersonal communication techniques, and a large section on seventeen CQI tools, including information on the purpose of each tool, when to use it, and how to construct it.

Center for Continuous Quality Improvement. *Institutional Effectiveness: Applying a Continuous Quality Improvement Model to Assess Institutional Effectiveness*. (50 pp.)

Provides the reader with a quick review of a continuous quality improvement used to assess Institutional Effectiveness.

Center for Continuous Quality Improvement. *Project Teams at MATC*. January 1995. (3 pp.)

Presents over seventy-five project teams in the format of a matrix, including team recommendations/output. Symbols indicate each team's strength or weakness in six categories: utilizing facilitator; cross-sectional participation; follow process; project completed; documentation; and recommendations taken.

Center for Continuous Quality Improvement. *Recommendations from CQI Committee on Communications*. (1 pp.)

Uses a tree diagram to illustrate how MATC will achieve its objective of clearly delineating communication processes.

Center for Continuous Quality Improvement. *Strategic Planning Document*. (70 pp.)

The process being used for strategic planning at MATC is based on a quality improvement model consisting of three major elements: vertical alignment, horizontal coordination, and unit optimization. The plan outlines the actual goals for the first of five years.

Rieley, James B. *Applying the Tools of Quality Function Deployment to Simplify the Implementation of a Program of Institutional Effectiveness*.

Through a comparison of the similarities of the quality function deployment (QFD) process and the institutional effectiveness (IE) process, the author advocates the utilization of quality improvement tools, such as those used in the QFD process, to create an IE study which is "a structured, uniform and disciplined process that will provide the means to evaluate the effectiveness of an educational institution."

Rieley, James and Keith Roberts. *Benchmarking Leadership for Use in a Presidential Search*. Presented at The National Quality Forum, Cocoa Beach, Florida, March 1994. (14 pp.)

This report summarizes the results of a benchmarking process which determined the "characteristics of a successful president" based on the experiences of nine exemplary organizations which had turned around or had positive growth in recent years. This report was then used in hiring a new president for the college.

Rieley, James B. *Continuous Improvement: A Strategy for Success in Education*. Presentation to Clayton State Community College, Jonesboro, Georgia, September 29 - October 1, 1993. (85 pp.)

This binder of transparencies includes an overview of quality planning in education, components of process-based educational institutions, quality improvement tools for institutional effectiveness, quality improvement-based strategic planning, and the facilitated hoshin planning process. Illustrations of the tools and process are based on MATC's own experience with CI.

Published Document(s):

Rieley, James B., *Closing the Loop: An Effective Planning Process in Higher Education*. Metheun, MA: GOAL/QPC, 1995.

Rieley, James B., "Creating a New Workplace: An Application Case Study." *The Systems Thinker*, 5(7), October 1995.

**University of Wisconsin-Madison**

Contact: P.J. Barnes, Office of Quality Improvement, University of Wisconsin-Madison, 199 Bascom Hall, 500 Lincoln Drive, Madison, WI 53706-1380. 608-262-6843 (voice); 608-263-2081 (fax); barnes@mail.bascom.wisc.edu (e-mail).

Ermer, Don. *Serving the Customer: TQM in Mechanical Engineering*. Presented at the American Society of Engineering Education Conference, University of Illinois-Urbana/Champaign, June 20-24, 1993. (4 pp.)

This paper is an overview of the efforts of a mechanical engineering professor in using quality methods to improve an engineering course at the University of Wisconsin-Madison.

Hansen, W. Lee. "Bringing Total Quality Improvement into the College Classroom." *Higher Education*, April 1993, Vol. 25, pp. 259-279.

This paper details the use of quality methods to improve the teaching/learning process in an economics class.

Ward, David. *A Vision for the Future: Priorities for UW-Madison in the Next Decade*. April 1995. (11 pp.)

This is a paper developed by the Chancellor of the University of Wisconsin-Madison outlining his vision and priorities for the future. This document is being used to communicate across campus and with external constituents and is serving as the framework for a campus-wide system of aligned improvements.

Contact: Center for Quality and Productivity Improvement, University of Wisconsin-Madison, 610 Walnut Street, Madison, WI 53705.

Hau, Ian. February 1991. *Teaching Quality Improvement by Quality Improvement in Teaching.* Report No. 59.

Published Document(s):

Ellis, Arthur B. "Treating Students and Industry as Customers." *ChemTech*, March 1995, pp. 15-20.
This article details the efforts of a chemistry professor in using quality methods to improve a basic chemistry course at the University of Wisconsin-Madison.

Ermer, Donald S. "Using QFD Becomes an Educational Experience for Students and Faculty." *Quality Progress*, May 1995, pp. 131-136.
The Mechanical Engineering Department at the University used quality function deployment (QFD) to obtain students' feedback on the undergraduate curriculum and to help bring about change in it.

Nagy, Joanne, Maury Cotter, Peg Erdman, Bonnie Koch, Sandra Ramer, Nan Roberts, and John Wiley. "Case Study Number Three: Madison: How TQM Helped Change an Admissions Process." *Change*, 25(3), May/June 1993, pp. 36-41.
This article details the use of quality improvement methods to improve the graduate admissions process at the University of Wisconsin-Madison, netting dramatic results. The project was a finalist in the *USA Today* Quality Cup awards.

Sanders, Kathy. "Building a Better Teacher." *Graduating Engineer*, February 1995, pp. 41-42, 55.
This article details an effort to improve the teaching and learning processes by veteran engineering professors at the University of Wisconsin-Madison.

### Waukesha County Technical College

Contact: Liane Dolezar, Quality Value Program Advisor, Center for Quality and Innovation, Waukesha County Technical College, 800 Main Street, Pewaukee, WI, 53072. 414-691-5509 (voice); 404-691-5093 (fax).

*Center for Quality and Innovation.* (4 pp.)
A description of the center and its course, certificate programs, internal workshops, and external training programs.

## CANADA

### University of Regina

Contact: Stephen Long, Coordinator of Management, Development and UR Quality, Room 456, Education Building, Regina, Saskatchewan, CANADA S4S 0A2. 306-585-4724 (voice); 306-585-4805 (fax).

UR Quality. *Handout for Employees in Participating Departments.* December 1994. (21 pp.)
This document provides background information about UR Quality, the University's system for continuous improvement, and an overview of the main elements of the process, including a list of the thirteen organizational units which have "committed to introducing UR Quality."

*A Guide to UR Quality.*
Six-sided brochure to introduce UR Quality. Includes a statement of committment to UR Quality, the principles and features of UR Quality, a list of contact people in various divisions, and information about how to get started.

UR Quality. *Bulletin.* (each issue - 4 pp.)
Bimonthly publication with articles about UR Quality events and progress on campus.

# BOOKS, ARTICLES, REPORTS, AND PAPERS

The following table of contents outlines the many categories of documents included in this literature section. The majority of the entries relate specifically to CQI in higher education and are listed first, followed by a smaller and more general section on TQM. Wherever possible, entries in the higher education section include a brief annotation. The section concludes with contact information for authors and organizations whose unpublished or self-published documents are referenced.

The following provided some of the annotations in this section: Marvin Peterson and Kim Cameron, from the Center for the Study of Higher and Postsecondary Education at the University of Michigan (UMich); Shari Peterson, Sherry Schwartz, Patricia Kovel-Jarboe, and Michael Riehle, of the University of Minnesota (MN bib); Sharon McDade, at Teachers College at Columbia University (SMcD); and document or subject searches from the ERIC database. Where applicable, credit is given to these contributors in parentheses following the annotation.

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# Books, Articles, Reports, and Papers: CQI in Higher Education

## CQI in Higher Education - Books

**** Denotes "A Must Read"**

Armajani, Babak, Richard Heydinger, and Peter Hutchinson. *A Model for the Reinvented Higher Education System*. Denver, CO: Education Commission of the States, 1994.

> The principles of a customer-driven, enterprise-based, decentralized system are at the heart of this creative new model for a public higher education system. The authors present ideas for a "family of higher education enterprises," which "unbundle" the services now provided by a unified institution. Each part of the existing system would stand on its own with a revenue and customer-accountability stream which the authors believe will cut costs and improve quality.

Astin, Alexander W. *Achieving Educational Excellence*. San Francisco: Jossey-Bass, 1985.

Barnett, Ronald. *Improving Higher Education: Total Quality Care*. Buckingham, UK: Open University Press, 1994.

> Examines the meaning of quality and its improvement at the levels of both the institution and the course - contemporary discussion having tended to focus on one or the other without integrating the two perspectives.

Bergquist, William H. and Jack L. Armstrong. *Planning Effectively for Educational Quality: An Outcomes-Based Approach for Colleges Committed to Excellence*. San Francisco: Jossey-Bass, 1986.

> Shows administrators and faculty at all institutions how to use a detailed and practical planning model to design, test, and implement high-quality academic programs.

Bogue, E. Grady and Robert L. Saunder. *The Evidence for Quality: Strengthening the Tests of Academic and Administrative Effectiveness*. San Francisco: Jossey-Bass, 1992.

> Offers a synthesis of practices and policies in collegiate quality assurance, examining a range of contemporary approaches that include accreditation, student feedback, professional licensure, college rankings and ratings, and other measures of academic quality. And, drawing on examples from numerous colleges and universities, they offer a quality assurance model that links principles of good practice to a strategic, unifying vision of quality.

Cornesky, Robert A., et al. *Deming: New Directions for Improving Quality, Public Acceptance, and Competitive Positioning in Colleges and Universities*. Madison, WI: Magna Publications, 1990.

Cornesky, Robert, Samuel McCool, Larry Byrnes, and Robert Weber. *Implementing Total Quality Management in Higher Education*. Madison, WI: Magna Publications, 1991.

> The authors outline approaches to TQM and its underlying principles. Attention is given to determining an institution's quality index and the five necessary conditions for implementation. (SMcD)

Cornesky, Robert. *Quality Classroom Practices for Professors*. Port Orange, FL: Cornesky & Associates, 1994.

> Elaborates on eleven sequential steps for professors to turn TQM into classroom practice. Cornesky promotes the use of an educational approach that involves the students in the learning system as they meet "customer" expectations, including parent, employer, and the instructor down the line.

Cornesky, Robert. *The Quality Professor*. Madison, WI: Magna Publications, 1993.

> An introductory guide for instructors interested in implementing TQM in their classrooms. By assessing classroom practices, you can identify ways to improve the learning process, eliminate dysfunctional systems, increase student motivation and participation through teamwork, and give students an appreciation for life-long learning.

Cornesky, Robert and Samuel McCool. *Total Quality Improvement Guide for Institutions of Higher Education*. Madison, WI: Magna Publications, 1992.

> A practical workbook, with a step-by-step approach to turning problems into solutions. Several hypothetical department and division scenarios demonstrate how administrators can use

the tools of TQI to improve competitiveness, awareness and morale. The *TQI Guide* is divided into two sections: The Steps and The Tools (including blank forms, statistical models and instructions on how to use them on your campus. The appendix discusses formula-driven budgeting in a TQI culture.

Cornesky, Robert, et al. *Using Deming to Improve Quality in Colleges and Universities*. Madison, WI: Magna Publications, 1990.

This book is an examination of how Deming's ideas can be applied to higher education to show improved quality and efficiency, better employee morale and higher quality graduates. The fourteen chapters focus on a variety of topics related to constantly striving for improvement including developing effective leaders, long-range planning and constant improvement of existing resources.

Council on Postsecondary Education. *Educational Quality and Accreditation: A Call for Diversity, Continuity, and Innovation*. Washington, DC: Council on Postsecondary Education, 1986.

This report was prepared by an editorial advisory panel commissioned by the Council on Postsecondary Accreditation. It is an exhortation for accrediting bodies to require evidence of quality from the institutions under their review. Calls for accreditation processes to demand that institutions explicitly state their objectives, how they plan to achieve them, and how they plan to measure their successes. (UMich)

Costin, Harry Ivan (Ed.). *Readings in Total Quality Management*. Fort Worth, TX: Harcourt Brace & Company, 1994.

Includes a section on TQM in higher education, as well as readings about TQM in other sectors.

*CQI 101: A First Reader for Higher Education*. Washington, DC: American Association for Higher Education, 1994.

This collection of twenty-four articles is designed for administrators and faculty who are new to the discussion of quality. The book is divided into three sections: "Roots, Principles, and Leaders;" "Applications in Other Sectors;" and "CQI in the Academy."

Cross, K. Patricia. *Adults as Learners: Increasing Participation and Facilitating Learning*. San Francisco: Jossey-Bass, 1992.

Who participates in adult learning? What are their reasons for doing so? What do they learn or seek to learn? How is this learning accomplished? In this landmark work, K. Patricia Cross answers these key questions as she synthesizes the research and theory concerning adult learners and analyzes their potential impact on educational institutions.

Dolence, Michael G. and Donald M. Norris. *Transforming Higher Education: A Vision for Learning in the 21st Century*. Ann Arbor, MI: Society for College and University Planning, 1995.

The authors outline a provocative approach to realigning higher education institutions in accord with the needs of the Information Age.

Ellis, Roger (Ed.). *Quality Assurance for University Teaching*. Buckingham, UK: Open University Press, 1994.

This book is organized around three themes. First, there are descriptions of approaches to quality assurance, including case studies of TQM. Second, the characteristics of quality teaching are addressed including summaries of research evidence. Third, approaches to the development of university teachers are covered, including teacher training, staff development, appraisal and the enterprise initiative.

Ewell, P. T. *The Self-Regarding Institution: Information for Excellence*. Boulder, CO: National Center for Higher Education Management Systems, 1984.

This book summarizes and organizes the conceptual efforts for assessment and effectiveness, and presents them so that clear institutional choices can be made. The author also demonstrates ways in which institutions have actually used assessment.

Graduate Student Consortium for Quality in Higher Education. *Membership Directory*, 3rd Edition, June 1995.

This directory lists members of GSCQHE and facts about their research in TQM or CQI and its applications to higher education.

Harris, John W. and Baggett, J. Mark (Eds). *Quality Quest in the Academic Process*. Birmingham, AL: Samford University, 1992.

This book is a collection of essays authored by practitioners of higher education and includes applications for both management and the classroom.

Hoffman, Allan M. and Daniel J. Julius (Eds). *Total Quality Management: Implications for Higher Education*. Maryville, MO: Prescott Publishing, 1995.

In this book, authors from both higher education and business discuss specific quality initiatives and implementation strategies in which their organizations are involved.

**Hubbard, Dean L. (Ed). *Continuous Quality Improvement: Making the Transition to Education*. Maryville, MO: Prescott Publishing, 1993.

For those involved in instruction, support services or administration at all educational levels. Describes specific quality programs and initiatives currently underway in a variety of educational settings.

Lane, Marvin E. (ed). *Continuous Quality Improvement: A View from the Trenches*. Maryville, MO: Prescott Publishing, 1994.

This is a volume edited by the president of Lamar Community College (Colorado) focused on defining and improving quality in community colleges from a number of different vantage points: the classroom, the workplace, the president, and the community.

Lewis, Ralph G. and Douglas H. Smith. *Total Quality in Higher Education*. Delray Beach, FL: St. Lucie Press, 1994.

This work focuses on the introduction of quality management efforts in key areas—strategy management, process management, project management, and task management. These areas are thoroughly covered by a basic format: an introduction; readings and cases; and diagnostic and implementation materials.

Mayhew, Lewis B., Patrick J. Ford, and Dean L. Hubbard. *The Quest for Quality: The Challenge for Undergraduate Education in the 1990s*. San Francisco: Jossey-Bass, 1990.

Examines how colleges and universities, in their efforts to survive fiscally and to fulfill functions other than the traditional purposes of higher education, have allowed the standards of teaching, grading, and the liberal arts curriculum to fall by the wayside. Provides solid, realistic recommendations for what steps must be taken to get higher education back on track.

Petak, W. J. (Ed.). *Proceedings of the Second Annual Symposium on the Role of Academia in National Competitiveness and Total Quality Management: Quality and Higher Education in the 21st Century*. Los Angeles: University of Southern California, 1991.

This volume contains seventy papers and reports pertaining to the implementation of quality management principles within the American system of higher education, as prepared by leading practitioners in industry, government, and higher education.

Peterson, Clifford S. *Continuous Quality Assurance: Adapting TQM for Community Colleges*. Washington, DC: American Association of Community Colleges, 1993.

This monograph begins with a historical justification for quality in higher education, then delves into the many facets of applying CQI within the community college setting.

Peterson, M. W., Cameron, K. S., et al. *Total Quality Management in Higher Education: from Assessment to Improvement*. Ann Arbor, MI: Center for the Study of Higher and Postsecondary Education, University of Michigan, 1993.

Annotated bibliography of articles on higher-education applications of total quality management.

Politi, John J. (Ed). *Applying Quality to Education*. Maryville, MO: Prescott Publishing, 1995.

This volume describes quality initiatives being implemented in a school district, an urban K-12 school, a small rural middle school, and three state universities and one engineering school.

*Proceedings: 1st Annual Symposium on the Role of Academia in National Competitiveness and Total Quality Management*. Morgantown, WV: West Virginia University, 1990.

**Roberts, Harry (Ed.). *Academic Initiatives in Total Quality for Higher Education*. Milwaukee, WI: ASQC Quality Press, 1995.

This new book contains many examples of how TQM and CQI are being implemented in both administration and the classroom.

**Ruben, Brent D. (Ed.). *Quality in Higher Education*. New Brunswick, NJ: Transaction Publishers, 1994.

This book is a collection of essays written by CQI practitioners in colleges and universities as well as other "authorities" on TQM/CQI, such as Joseph Juran and Peter F. Drucker.

**Seymour, Daniel T. (Ed). *New Directions for Higher Education* (No. 86, Total Quality Management on Campus: Is It Worth Doing?). San Francisco: Jossey-Bass, Summer 1994.

This sourcebook begins with a chapter on the costs of implementing TQM and the return on quality investment. This is followed by a section devoted to methodologies that can be used for looking at performance measures within the context of cost-benefit analysis. The concluding three chapters present different perspectives on whether TQM is worth doing by practitioners from three campuses.

**Seymour, Daniel T. *Once Upon A Campus: Lessons for Improving Quality and Productivity in Higher Education*. Pheonix, AZ: American Council on Education and The Oryx Press, 1995.

Uses many stories and examples to get at the core of fundamental CQI concepts as they apply to higher education.

**Seymour, Daniel T. *On-Q: Causing Quality in Higher Education*. New York: American Council on Education and Macmillan, 1992.

The first book to look at college and university education using a total quality perspective. It takes the industry model and integrates it with current thinking on administration in higher education.

Seymour, Daniel T. and Casey Collett. *Total Quality Management in Higher Education: A Critical Assessment*. Methuen, MA: GOAL/QPC, 1991.

This publication summarizes the results of a survey conducted with twenty-two colleges and universities (ten public, seven private, and five community colleges) that had experience in implementing TQM, either institutionally or in a specific area. Three areas were surveyed: (1) the philosophy, management, and tools of TQM; (2) the Baldrige Award; and (3) the lessons learned. (MN bib)

Seymour, Daniel T. *Total Quality Management in Higher Education: Clearing the Hurdles*. Methuen, MA: GOAL/QPC, 1993.

A survey of twenty-one colleges and universities on strategies for implementing quality management practices in higher education, including the ten most difficult implementation hurdles along with a corresponding set of strategies.

Sherr, Lawrence A. and Deborah J. Teeter (Eds.). *New Directions for Institutional Research* (No. 71, Total Quality Management in Higher Education). San Francisco: Jossey-Bass, 1991.

Devoted entirely to the adaptation and implementation of TQM, this volume consists of seven chapters by a variety of well-known authors. In addition to an overview of quality improvement concepts, the journal includes three case studies, a discussion of assessment, cultural, and leadership issues and a recommendation for researchers and planners. (MN bib)

Smith, V. *In the Eye of the Beholder: Three Presentations from the National Conference on Assessment in Higher Education in Denver, Colorado*. Washington, DC: ERIC, 1987.

Makes the point that a determination of excellence in education changes over time and with the values of the person making the determination. Recent interest in quality is due to need for consolidation, possibility of contraction, the loss of competitive edge in the international marketplace, and rising costs. Smith is the former director of FIPSE and President Emeritus of Vassar. (UM)

Spanbauer, Stanley J. *Measuring and Costing Quality in Education*. Appleton, WI: Fox Valley Technical College Foundation, 1989.

Teeter, Deborah J. and G. Gregory Lozier. *New Directions for Institutional Research*. (No. 78, Pursuit Of Quality in Higher Education: Case Studies in Total Quality Management). San Francisco: Jossey-Bass, 1993.

Through a series of vignettes, this volume provides insights into the experiences of colleges and universities that are applying the principles of TQM to higher education.

Teitel, Lee. *The Advisory Committee Advantage: Creating an Effective Strategy for Programmatic Improvement*. ASHE-ERIC Higher Education Report No. 1, Washington, DC: The George Washington University, School of Education and Human Development, 1994.

Advisory committees can provide mechanisms at all levels of higher education to help improve communication and interaction with the outside world. They can provide fresh insights, powerful connections, access to valuable resources, and excellent public relations. In conjunction with a strategic plan or total quality management, they can be key elements in renewing and revitalizing an institution.

**VanDyke, Patt (ed). *The Culture for Quality: Effective Faculty Teams*. Maryville, MO: Prescott Publishing Company, 1995.

Describes the collaborative efforts of Northwest's faculty from a variety of disciplines in improving quality. The book provides readers with an in-depth look at each team's initial stages of building the team, through the learning and results stages.

*TQM: Will It Work On Campus?* Washington, DC: American Association for Higher Education, 1993.

Binds seven articles reprinted from the May/June 1993 issue of *Change* magazine. Includes case studies of twelve campuses implementing CQI and profiles of three colleges awarded $1-million grants from IBM to practice TQM.

*25 Snapshots of a Movement: Profiles of Campuses Implementing CQI*. Washington, DC: American Association for Higher Education, 1994.

Describes the experiences of twenty-five campuses which have been involved in implementing continuous quality improvement for at least two years. Profiles cover their primary reasons for embracing CQI, strategic frameworks used to launch it, key obstacles to implementation, key successes, next steps, and contact information.

## CQI in Higher Education - Articles, Reports, and Papers

*Academy of Management Review*.

The July 1994 issue of this periodical contained nearly 600 pages of peer reviewed scholarly writing on TQM.

Banta, Trudy W. "Is There Hope for TQM in the Academy?" In Dean L. Hubbard (Ed.), *CQI: Making the Transition to Education* (pp. 142-157). Maryville, MO: Prescott Publishing, 1993.

This chapter considers an extended list of the features of a quality-oriented institution and barriers to achieving it as identified by members of a 1992 FIPSE project consisting of quality improvement coordinators of universities acquiring reputations for implementing TQM.

Batson, Robert G. "Quality Standards and Support Systems in Successful Publication of Scholarly Research: A Process Analysis." In John W. Harris and J. Mark Baggett (Eds.), *Quality Quest in the Academic Process* (pp. 63-77). Birmingham, AL: Samford University and GOAL/QPC, 1992.

Using flowcharts and fishbone diagrams, the author illustrates how process analysis can be used to clarify the critical customer-supplier relationships involved in publication of scholarly research.

Beck, Mark W. "The Samurai Or the Cowboy?" *Business Officer*, 27 (7), January 1994, pp. 28-35.

The Japanese model of business management and TQM principles being applied to higher education as well as businesses are often ineffective because of the application of packaged ideas without consideration of the subtleties of individual organizations. The cowboy model of teamwork stresses the individual's role and better fits American institutions. (ERIC)

Bemowski, K. "Restoring the Pillars of Higher Education." *Quality Progress*, 24 (10), October 1991, pp. 37-42.

This article is prompted by concerns about competition in education from Europe and from the corporate sector. Corporations are taking over the education of their workers because traditional educational institutions are not meeting their needs. TQM is offered as the "mortar" to mend the fractures in the pillars of the Academy. (MN bib)

Bonstingl, John Jay. "The Real Business of Education: Creating Success for All." *Quality Progress*, October 1994, pp. 47-49.

The author's thesis is that educators should not even consider embarking upon a quality transformation unless they have first contemplated three essential questions: What business are we really in? What do we mean by "success in our business"? How can we maximize success in our business?

Brigham, Steven E. "TQM: Lessons We Can Learn from Industry." *Change*, 25 (3), May/June 1993, pp. 42-48.

The author examines findings from TQM-related literature that highlight ways in which other industries have encountered success or failure in the application of TQM. (SMcD)

Brigham, Steven E. (Ed.). "CQI Successes." *AAHE Bulletin*, 47 (8), April 1995, pp. 6-9.

Fourteen examples of how campuses have applied CQI to solve problems and improve processes.

Carothers, Robert L. "Trippingly on the Tongue: Translating Quality for the Academy." *AAHE Bulletin*, 45 (3), November 1992, pp. 6-10.

Carothers, President of the University of Rhode Island, asserts that TQM, at least in part, has always been present in higher education. The TQM philosophy of human values and shared vision is not a foreign concept; it is simply hidden in the foreign jargon of business applications. By "translating" TQM concepts into language and tools that are appropriate to academic culture, campuses can use these tools to define their own "customers" and goals rather than be molded to fit a model derived from business. (MN bib)

Chaffee, E. E., and Lawrence A. Sherr. *Quality: Transforming Post Secondary Education* (ASHE-ERIC Higher Education Reports, no. 3). Washington, DC: George Washington University, School of Education and Human Development, 1992.

In this work, TQM is defined as a verb not a noun. The analysis focuses on the technical system, the administrative system, improving academic quality, and getting started in implementing TQM.

Chaffee, Ellen Earle. "Managing for the 1990s." *New Directions in Higher Education* (No. 70, An Agenda for the New Decade), San Francisco: Jossey-Bass, 1990, pp. 59-66.

Chickering, Arthur and Potter, David. "TQM and Quality Education: Fast Food or Fitness Center?" *Education Record*, Spring 1993, pp. 35-36.

Dawson, Bradley L. "The Incredible Shrinking Institution: A Five-Component Downsizing Model." *Business Officer*, 25(1), July 1991, pp. 26-30.

Most colleges and universities need to reduce expenditures and downsize. Many immediate remedies can be applied to reduce and better control expenditures, but a more thorough analysis of the institution's organizational structure, operating procedures, automated systems, strategic planning, and environment is necessary. (ERIC)

Dolence, Michael G. and Donald M. Norris. *Transforming Higher Education: A Vision for Learning in the 21st Century*. Monograph. Society for College and University Planning.

The authors perceive the 1990s as the first decade of the Information Age and sees the need for higher education to develop a fresh vision: to create new delivery systems for learning; new paradigms for financing; and new models for higher education.

Edwards, David. "Total Quality Management in Higher Education." *Management Services*, 35(12), December 1991, pp. 18-20.

Entin, David. "A Second Look." *AAHE Bulletin*, 46(9), May 1994, pp. 3-7.

Entin visits 10 Boston-area colleges and universities one year after his first visit to assess the progress made. Only a few seemed to have made a long term commitment; most others had put their efforts on hold or they were floundering.

Ewell, Peter T. "A New Approach to Quality?" *Assessment Update*, 3(1), January/February 1991.

Ewell, Peter T. "Defining the Quality-Driven Institution." *Assessment Update*, 4(5), September/October 1992, pp. 1-5.

Ewell, Peter T. "Total Quality & Academic Practice: The Idea We've Been Waiting For?" *Change*, 25(3), May/June 1993, pp. 49-55.

The author examines the uncertain track record of total quality in higher education, and the reasons for its mixed reviews. (SMcD)

Fisher, J. L. "TQM: A Warning for Higher Education." *Education Record*, 74(2), Spring 1993, pp. 15-19.

Although TQM offers an admirable goal and offers promise of organizational improvement, the process it recommends is not a panacea and may only forestall the conflict inevitably arising from decision making individual accountability and organizational change. The approach is being abandoned by some.

Gabor, Carol and Meunier, Greg. "Putting the Power into Empowerment: Organizational Development, Leadership, and Vision in Higher Education." *Journal for Quality and Participation*, January/February 1993, pp. 98-101.

Gibson, Judith. *Continuous Improvement on a Tradition of Excellence: Lessons from the Study Tour on Total Quality in a University Setting*. Ontario, Canada: The Conference Board of Canada, 1994. (20 pp.)

> This report discusses the key findings from a tour taken by a dozen administrators of Canadian universities to study total quality programs at four universities in the U.S.

Godfrey, Galen "Beyond TQM: Competition and Cooperation Create the Agile Institution." *Education Record*, 74(2), Spring 1993, pp. 37-42.

> The market environment for higher education is being shaped by developments in technology, business practices, partnerships between education and industry, and adoption of total quality management principles. Shrewd college administrators will combine competitiveness and cooperation to maintain or enhance their institutions' distinctiveness in the current difficult market. (SMcD)

Gore, Jr., E.W. "Total Quality Management in Education." In Dean L. Hubbard (Ed.), *CQI: Making the Transition to Education* (pp. 354-368). Maryville, MO: Prescott Publishing, 1993.

> The author believes that TQM is appropriate to educational institutions and discusses some elements of TQM, as it is practiced, that are particularly relevant, including: leadership, vision and culture, management by fact, teambuilding, benchmarking, and customer focus.

Haas, Thomas and Robert Holkeboer. *Planning Strategically for Quality*. Report 12-93. New London, CT: Center for Advanced Studies, United States Coast Guard Academy, 1993.

> This paper is an account of what the authors learned in their positions as ACE Fellows at Western Michigan University and Florida State University respectively. Both were charged with developing quality improvement programs at their host institutions.

Heterick, Robert C., Jr. (Ed). "Reengineering Teaching and Learning in Higher Education: Sheltered Groves, Camelot, Windmills, and Malls." *CAUSE Professional Paper Series*, #10. Boulder, CO: CAUSE, 1993.

> Changes in digital technology offer significant opportunities to advance the quality of education for students and faculty. Includes nine perspectives on changing higher education to fulfill the promise of educational technology. A list of seventeen resources for additional information is included. (ERIC)

Heverly, M. A. and Robert A. Cornesky. "Total Quality Management: Increasing Productivity and Decreasing Costs." *New Directions for Institutional Research* (no. 75), 19(3), Fall 1992, pp. 103-114.

> Increasingly, higher education institutions are using TQM as a vehicle for delivering cost-effective programs and services. The TQM philosophy is that quality can be enhanced by ceaselessly improving the processes that support the institution's mission. TQM is applicable to institutional research and planning as well as administration.

Hittman, Jon A. "TQM and CQI in Postsecondary Education." *Quality Progress*, 26(10), October 1993, pp. 77-80.

> Calls for recognition of the enormous variables in education and the importance of committed leadership to the success of CQI. More training, abolishing standard tests of ability, and reconsidering methods of employee evaluation are suggested. (UCI)

Hogg, Robert V. with Allen Hogg. "A Quality Journey: Observation and Suggestions Regarding Continuous Process Improvement." *Total Quality Management*, 4(2), 1995, pp. 195-214.

> This article is about the author's "quality journey" to twenty companies and five universities in fall 1991. He wanted to determine what produces quality products and services and the role statisticians can play in the quality movement. The journey confirmed practices that are generally accepted in quality improvement.

Hogg, Robert V. and Mary C. Hogg. "Total Quality Management in Higher Education: A Paradigm Shift."

> This paper looks at how some higher education institutions have bettered their performance using total quality management and the important role that statisticians can play in TQM efforts.

Horine, Julie E., William A. Hailey, and Laura Rubach. "Shaping America's Future." *Quality Progress*, 26(10), October 1993, pp. 41-60.

> Includes the findings of a survey which assessed how many U.S. colleges and universities are using TQM programs. Suggests that tackling curriculum issues remains the hardest area to change. Most of the efforts for improvement have

concentrated on the administration of the institution.

Katz, Richard N. and Richard P. West. "Sustaining Excellence in the 21st Century: A Vision and Strategies for College and University Administration," *CAUSE Professional Papers Series*, #8, 1992.

Strategies set forth in this paper support an information-intensive modern higher education institution, requiring increasingly sophisticated leadership and an administrative infrastructure which is optimized for service, speed, quality, and productivity.

Keller, G. "Increasing Quality on Campus: What Should Colleges Do about the TQM Mania?" *Change*, May 1992, pp. 40-45.

This article is a review of Dr. Daniel Seymour's book, *On Q: Causing Quality in Higher Education*, published in 1992. (UMich)

Lane, Marvin E. "Team-based TQM: A Model for Post-Bureaucracy." In Dean L. Hubbard (Ed.), *CQI: Making the Transition to Education* (pp. 33-49). Maryville, MO: Prescott Publishing, 1993.

The author, as president of Lamar Community College, offers a team- and information-based model based on TQM theory.

Lembcke, Barbara A. "Organizational Performance Measures: The Vital Signs of TQM Investments." *New Directions for Higher Education* (No. 86, Total Quality on Campus: Is It Worth Doing?), Summer 1994, pp. 45-59.

A series of performance measurements is presented to monitor improvements in organizational performance following institutional investments in TQM.

Likins, Peter. "Academia's Responsibility as a Supplier to Industry and Government." *Proceedings, Second Annual Symposium on the Role of Academia in National Competitiveness and TQM*, Los Angeles, CA, July 24-26, 1991.

Lozier, G. Gregory and Deborah J. Teeter. "Six Foundations of Total Quality Management." *New Directions for Institutional Research* (No. 78, Pursuit of Quality in Higher Education: Case Studies in Total Quality Management), 15(2), Summer 1993, pp. 5-11.

This opening chapter discusses six foundations of TQM for colleges and universities, thereby laying the groundwork for understanding and interpreting the vignettes in the chapters which follow.

Lozier, G. Gregory and Deborah J. Teeter. "The Challenge: Overcoming the Pitfalls." *New Directions for Institutional Research* (No. 78, Pursuit of Quality in Higher Education: Case Studies in Total Quality Management), 15(2), Summer 1993, pp. 127-132.

In this concluding chapter, the authors summarize the pitfalls and flaws of TQM practices as reported in analyses of organizations in which minimal or no positive change occurred as a result of TQM implementation.

Mangan, K. S. "TQM: Colleges Embrace the Concept of Total Quality Management." *Chronicle of Higher Education*, 38(49), August 12, 1992, pp. A25-A26.

Application of TQM, which stresses total staff commitment to "customer" satisfaction is reported at increasing numbers of colleges and universities. A survey of twenty-two institutions found employees felt better about their jobs, students were happier, and communication was improved. (SMcD)

Marchese, T. "Getting a Handle on TQM." *Change*, May/June 1992, p. 4.

This one-page editorial briefly familiarizes readers with the concepts of continuous quality improvement. (MN bib)

Marchese, T. J. "TQM Reaches the Academy." *AAHE Bulletin*, 44(3), November 1991, pp. 3-9.

Twelve principles of TQM are identified as well as objections to TQM's applicability to higher education and the current state of TQM in higher education .

Marchese, T. J. (1993, May/June). "TQM: A Time for Ideas." *Change*, 25(3), May/June 1993, pp. 10-13.

The author examines the present state of TQM in higher education and discusses the central ideas that have been found appropriate for colleges and universities. These include: customer focus, continuous improvement, management by fact, benchmarking, people, and structures. (SMcD)

Marcus, L.R., E. Leone and E. Goldberg. *The Path to Excellence: Quality Assurance in Higher Education*. Vol. 1, 1983. Washington, DC: ASHE/ERIC Series on Higher Education.

Describes the definitions of "quality" as ranging across a spectrum. The authors insist that internal mission-consensus developed through self-study and self-regulation is key to the definition process. They consider this to be more appropriate than governmental and accreditation-organization influences on defining quality standards. [UM bib]

Massy, William and Andrea Wilger. "Productivity in Postsecondary Education." *Policy Perspectives*, 3(2), November 1991.

Massy, William F., Andrea Wilger, and Carol Colbeck. "Overcoming 'Hollowed' Collegiality." *Change*, 26(4), July/August 1994, pp. 10-20.

A survey of college faculty reveals that they feel departmental cultures greatly affect teaching quality in areas such as alienation, amount of time on research, peer review, salary differentials, and the level of collegiality.

Masters, R. J., and L. Leiker. "Total Quality Management in Higher Education: Applying Deming's Fourteen Points." *CUPA Journal*, 43(2), Summer 1992, pp. 27-31.

This article presents guidelines to aid administrators of higher education institutions in applying the fourteen principles of total quality management. The principles stress understanding process improvements, handling variation, fostering prediction, and using psychology to capitalize on human resources. (SMcD)

Matthews, William E. "The Missing Element in Higher Education: Total Quality Management in Academia." *Journal for Quality and Participation*, January/February 1993, pp. 102-108.

McDade, Sharon. *Notes from Case Presentation*. Presented at the TQM/CQI Workshop, Teachers College, Columbia University, November 19-20, 1993. (5 pp.)

An outline of the workshop beginning with "What is Quality?", proceeding through Deming's 14 Points, Crosby's 14 Steps, and Juran's Breakthrough Sequence, to conclude with University of Wisconsin's Problem Solving Process, Quality Tools, and Tips for Making a Quality Team Work.

McGuinness, Aims C. Jr. and Peter T. Ewell. "Improving Productivity & Quality in Higher Education." *AGB Priorities*, No. 2, Fall 1994, pp. 1-12.

McKenna, Barbara. "TQM Coming Soon to a Campus Near You." *On Campus*, 13(2), October 1993, pp. 8-10.

Melan, Eugene. "Quality Improvement in Higher Education: TQM in Administrative Functions." *CUPA Journal*, Fall 1993, pp. 7-18.

Melissaratos, Aris, and Carl C. Arendt. "TQM Can Address Higher Ed's Ills. Westinghouse Executive Offers Advice." *Business Officer*, 25(10), April 1992, pp. 32-35.

The authors claim that each of the TQM principles used in industry can be appropriately and usefully applied in a college or university, with some change in vocabulary and emphases. The article presents six steps to successful process improvement and claims that colleges and universities will find this method helpful in competition for students, in controlling the spiraling costs of education, and in answering demands for accountability. (UMich)

Morris, Earle E. "The Four Rs of Higher Education: Restructure, Reinvent, Rightsize, and Revenue." *Business Officer*, October 1994, pp. 45-47.

Advises financial officers of higher education to reinvent, restructure, and rightsize to the best of their ability while still accepting the reality of limited resources and revenue. The author urges acceptance and understanding of what is within the grasp of today's political reality, and living within those boundaries.

National Association of College and University Business Officers (NACUBO). *Organization Structure and Responsiveness*. Washington, DC: NACUBO.

National Governors Association. *Time for Results: The Governors' 1991 Report on Education*. Washington, DC: National Governors Association.

Governors want a renewed emphasis on quality in public higher education. Six primary recommendations are: 1) clear definition of institutional mission; 2) the fundamental importance of undergraduate institutions should be reemphasized; 3) systematic programs of assessment using multiple measures should be implemented; 4) states should provide performance incentive funding on a formula basis; 5) reaffirm their strong committment to access for students from diverse socioeconomic backgrounds; and 6) collect and utilize information about student outcomes. Annual progress reports are compiled by the NGA which outline state progress towards these goals.

Needham, Robbie Lee. "Total Quality Management: An Overview." *Leadership Abstracts*, 4(10), July 1991.

Newman, Frank. *Choosing Quality: Reducing Conflict Between the State and the University*. Denver, CO: Education Commission of the United States, 1987.

> In the midst of state efforts to improve accountability, Newman suggests the best way for institutions to stay out of the state doghouse is "choose quality." Institutions should accept the challenge of quality improvement, demonstrate high quality in terms the state can accept, and protect their autonomy through a positive approach to the challenge for increased quality. (UMich)

Nowlin, William A. "Practicing Total Quality." *Total Quality Management Forum*. Cincinnati, OH: The Proctor & Gamble Company, 1992.

Olian, J. "Everybody's Enamored with Total Quality...Will Academia be Smitten?" *Synthesis: Law and Policy in Higher Education*, pp. 184-189, 1991.

> This article makes a comparison between the Academy and business; each confronts a similar environment–a competitive marketplace, "customers" who demand quality, and the need to reduce costs due to a shrinking resource base. (MN bib)

Parker, Mike and Jane Slaughter. "Beware! TQM Is Coming to Your Campus." *Thought and Action*, 10(1), Spring 1994, pp. 5-30.

Pavela, G. "Total Quality: From Perfection to 'Continuous Improvement.'" *Synthesis: Law and Policy in Higher Education*, pp. 182-183.

> This article suggests that the language of total quality is the language of perfection, and perfection is impossible to achieve. Thus, the rhetoric associated with the term should not be taken literally. Rather, a substitute term, continuous improvement, is something that everyone can achieve. (MN bib)

Peters, Roger. "Some Snarks Are Boojums: Accountability and the End of Higher Education." *Change*, 26(6), November/December 1994, pp. 16-23.

> The calls for measurable accountability in higher education fail to recognize that the profession is inherently indefinable. Experience shows that all attempts at putting accountability theories into practice have foundered and become counterproductive to the educational process. The relationships of assessment and TQM to accountability are considered.

Pew Charitable Trusts. "To Dance With Change." *Policy Perspectives*, 5(3), April 1994.

Pew Higher Education Research Program. "A Call to Meeting." *Policy Perspectives*, 4(4), February 1993, pp. 1A-10A.

**Pew Higher Education Research Program. "An Uncertain Terrain." *Policy Perspectives*, 5(2), November 1993, pp. 1A-11A.

Porter, David and Judith Light. *The Institutional Integrity of Educational Systems*. Commissioned Paper for AAHE's 9th Conference on Assessment & Quality, June 12-15, 1994, Washington, DC.

*Proceedings, Total Quality Forum: Forging Strategic Links With Higher Education*. Cincinnati, OH, August 6-8, 1991. Host: Procter & Gamble; co-sponsored by American Express and Ford Motor Companies, IBM, Inc., Motorola and Xerox Corporation.

Richards, John D. and Marc G. Cloutier. "TQM, Healthcare Education and Customer Satisfaction: External Measures of Customer Satisfaction in Education." *Journal for Quality and Participation*, January/February 1993, pp. 94-96.

Robinson, J., J. Akers, E. Artzt, H. Polling, R. Galvin, and P. Allaire. "An Open Letter: TQM on the Campus." *Harvard Business Review*, November 1991, pp. 94-95.

> CEOs of American Express Company, IBM, Procter & Gamble, Ford Motor Company, Motorola, and Xerox encourage higher education to learn what businesses are doing to teach their employees; establish a research agenda in TQM; and take inventory of curriculum. Particularly directed at business and engineering schools. (UMich)

Schaffer, Susan M. "The Case for Management: Lessons from the Corporate World." *Business Officer*, April 1991, pp. 36-37.

Schenck, John P. "Quality Assurance Education: The Sabbatical." *Quality Progress*, July 1993, pp. 69-71.

The author, a professor of industrial technologies at Northern State University used a semester sabbatical to become a "student" at a local manufacturer where he participated in quality assurance projects. One important lesson learned was that "QA is practiced differently from the way it is taught." It is not a perfect process as presented in the textbooks.

Seymour, Daniel T. "Beyond Assessment: Managing Quality in Higher Education." *Assessment Update: Progress, Trends, and Practices in Higher Education* (AAHE), 3(2), January/February 1991.

Seymour, Daniel T. "The Return on Quality Investment." *New Directions for Higher Education* (No. 86, Total Quality Mangement on Campus: Is It Worth Doing?), Summer 1994, pp. 5-20.

Before committing an institution to the principles of TQM, leaders should analyze the decision as a return on investment.

Seymour, Daniel T. and E. E. Chaffee. "Quality Improvement with Trustee Commitment." *AGB Reports*, 33(6), November/December 1991, pp. 14-18.

TQM is a comprehensive system for developing organization-wide participation in planning for and implementing continuous improvement in critical processes. In colleges, trustees can be central to the success of the method through their commitment and the development of supportive policy and procedures. (SMcD)

Seymour, Daniel T. (1993, Spring). "TQM: Focus on Performance, Not Resources." *Educational Record*, 74(2), Spring 1993, pp. 6-14.

The performance model of administration, not a resource model, is what is needed for colleges and universities to thrive in an environment of budget cuts and lowered public trust. Continuous improvement of the efficiency and effectiveness of operational processes demonstrates quality management principles such as those embodied in the total quality management approach. (SMcD)

Seymour, Daniel T., and E. E. Chaffee. "TQM for Student Outcomes Assessment." *AGB Reports*, 34(1), January/February 1992, pp. 26-30.

TQM is described as a means for developing institutionwide participation in planning and implementing a continuous college improvement process and is contrasted with more traditional student outcomes assessment. Examples are given of using this approach to affect process improvement, comprehensive ownership and responsibility, opportunistic data, and knowledge development.

Seymour, Daniel T. "TQM on Campus: What the Pioneers Are Finding." *AAHE Bulletin*, 44(3), November 1991, pp. 10-13, 18.

This article reports survey findings from a comprehensive, critical assessment of quality management initiatives at twenty-two pioneering colleges and universities. The eighty-three respondents identified key benefits of total quality management (TQM) and major frustrations and problems. (SMcD)

Shandler, D. and M. Brummer. "Managing New Programs in a Time of Declining Resources." *College-Board Review*, 131, 1984, pp. 4-6.

Recommendations for program development with reduced resources include maintaining a quality-conscious approach to academic program development: appreciating and exhausting the entire institutional management process; making proactive use of resources; and finding and using the parallels between program planning and career development. (UMich)

Sherr, Lawrence A. *Is There a Better Way to Manage Higher Education?* Presented at the Association of Institutional Research, Twenty-Ninth Annual Forum, Baltimore, MD, Spring 1989.

This address questions the present management system used in higher education and the basic principles upon which administrative practices which have been developed. It proposes that higher education adopt the fourteen management principles developed by W. Edwards Deming and briefly describes each one as it relates to colleges and universities. (UMich)

Sherr, Lawrence A. *Quality in Higher Education--A Verb Not a Noun.* Presented at the Assocation of Institutional Research, Thirtieth Annual Forum, Louisville, KY, May 16, 1990.

This edited record of a presentation asserts that quality has three dimensions: design, process, and output. Five factors of process improvement theory are examined: customer focus, systematic approach to operations, human resources development, long-term thinking, and

commitment. A list of the types of higher education consumers and a categorized bibliography for further reading are provided. (UMich)

Sherr, Lawrence A. and G. Gregory Lozier. "Total Quality Management in Higher Education." *New Directions for Institutional Research* (No. 71, Total Quality Management in Higher Education), 18(3), Fall 1991, pp. 3-11.

Framing TQM as continous process improvement, the quality dimensions of design, output, and process improvement are outlined in detail. Sherr and Lozier then advocate five key elements of continuous process improvement: honesty, shared division, patience, commitment, and TQM theory. (UMich)

Thor, Linda M. "Value-Added Education: A President's Perspective." *New Directions for Higher Education* (No. 86, Total Quality Mangement on Campus: Is It Worth Doing?), Summer 1994, pp. 61-70.

This chapter makes the claim that TQM can reduce costs, increase employee involvement, change an institution's culture, and add intrinsic value to the education received by each student.

Trinca, C. E. "Assuring Quality in Pharmaceutical Education in the United States." *American Journal of Pharmaceutical Education*, 57(1), Spring 1993, pp. 81-83.

Discussion of quality assurance in U.S. pharmaceutical education looks at the total quality management approach to measuring quality, recommendations of the American Association of Colleges of Pharmacy concerning general and pharmacy-specific professional competencies, and other systems to ensure quality including accreditation, the federal role, and review of graduate programs. (SMcD)

Turk, Frederick J. "The ABCs of Activity-Based Costing: A Cost Containment and Reallocation Tool." *Business Officer*, July 1992, pp. 36-43.

Tuttle, Thomas C. "Is Total Quality Worth the Effort? How Do We Know?" *New Directions for Higher Education* (No. 86, Total Quality on Campus: Is It Worth Doing?), Summer 1994, pp. 21-32.

The success of total quality must be assessed in terms of how well the core business of the institution is being accomplished, as demonstrated by a comprehensive set of organization-wide indicators.

White, J.A. "TQM: It's Time, Academia!" *EDUCATIONews, Newsletter of the Institute of Electrical and Electronics Engineers*, 3(2), pp. 1-6.

This paper is based on an address at the First Annual Symposium on the Role of Academia in U.S. Competitiveness and Total Quality Management. Dr. White, the Acting Deputy Director of the National Science Foundation, challenges the traditional standards of quality in engineering education by focusing on student attrition, time required to receive an engineering degree, and the cost of higher education.

Winter, Robert S. "Overcoming Barriers to Total Quality Management in Colleges and Universities." *New Directions for Institutional Research* (No. 71, Total Quality Management in Higher Education), 18(3), Fall 1991, pp. 53-62.

This chapter discusses the organizational structure of colleges and universities and the potential barriers which higher education may face in implementing TQM. The author also offers potential solutions to these barriers.

## Assessment in Higher Education

AAHE Assessment Forum. *Principles of Good Practice for Assessing Student Learning.* Washington, DC: American Association for Higher Education, 1992.

This 4 -page statement of nine guiding principles was developed by a dozen of the most experienced, eminent practitioners and theorists of assessment in American higher education – including several of the authors listed below.

Angelo, Thomas A. and K. Patricia Cross. *Classroom Assessment Techniques: A Handbook for College Teachers.* San Francisco: Jossey-Bass, 1993.

*Assessment 1990: Accreditation & Renewal.* Washington, DC: American Association for Higher Education, 1990.

Two presentations from the Fifth AAHE Conference on Assessment, June 1990. Includes "Assessment and Accreditation: A Shotgun Marriage?" by Ralph A. Wolff and "Assessment as a Tool for Institutional Renewal and Reform" by Alexander W. Astin.

Banta, T. W., J. P. Lund, K. E. Black, and F. W. Oblander. *Assessment in Practice: Putting Principles to Work on College Campuses*. San Francisco: Jossey-Bass, 1995.

> Organized around AAHE's "Principles of Good Practice for Assessing Student Learning," (see above) this volume contains 86 actual cases illustrating current best practice in assessment. The cases are drawn from all institution types, focus on every level from classroom to campus, highlight a variety of methodological approaches, and represent a diversity of disciplines.

Braskamp, L. A. and J.C. Ory. *Assessing Faculty Work: Enhancing Individual and Institutional Performance*. San Francisco: Jossey-Bass, 1994.

> This volume presents and analyzes the wide range of methods available to assess faculty scholarship, teaching, and service within a framework of principles for good practice. It should be required reading for department chairs, deans, and all others involved in retention, tenure, and promotion decisions.

Erwin, T. D. *Assessing Student Learning and Development*. San Francisco: Jossey-Bass, 1991.

> An excellent, practical, nontechnical introduction to and overview of assessment in higher education.

Ewell, Peter T. "Assessment and TQM: In search of convergence." *New Directions for Institutional Research* (no. 71 Total Quality Management in Higher Education), 18(3), Fall 1991, pp. 39-52.

> This chapter deals with TQM in the academic area by linking it with assessment as a mechanism for academic improvement. Ewell supports the linkage of these two processes in three ways: by demonstrating parallels between the two approaches, by showing how evolving assessment practice is consistent with TQM principles, and by outlining the common obstacles facing both assessment and TQM. (UMich)

Ewell, Peter T. "Identifying and Improving 'Core Processes' of Undergraduate Teaching and Learning." *Conference Discussion Papers*, Eighth Annual AAHE Assessment and CQI Conference, June 1993.

> Explores the potential of applying a few key concepts drawn from the total quality tradition to a particular set of problems that typically arise in collective instructional settings at the college level, and to examine some of the ways that the use of these concepts might complement and further the many insights already drawn from assessment.

Ewell, P. T. "To Capture the Ineffable: New Forms of Assessment in Higher Education." In Ewell, P. T., P. Hutchings, and T. Marchese. *Reprise 1991: Reprints of Two Papers Treating Assessment's History and Implementation*. Washington, DC: American Association for Higher Education, 1991.

> Ewell is arguably the most knowledgable, thoughtful, and influential writer and speaker on assessment. If you were to read only one of his many excellent pieces, this article would be a good choice.

Forrest, Aubrey and others. *Time Will Tell: Portfolio-Assisted Assessment of General Education*. Washington, DC: American Association for Higher Education, 1990.

> Product of an Exxon-funded study group. A comprehensive guide to the implementation and use of student portfolios to assess general outcomes at individual and program levels.

Hutchings, Pat. *Behind Outcomes: Contexts and Questions for Assessment*. Washington, DC: American Association for Higher Education, 1989.

> Improved student learning requires attention not only to final results (or outcomes) but to how results occur. Sets forth nine areas of inquiry for assessment that get "behind outcomes," with appropriate methods for addressing each area and resources for further work. For both academic and student affairs educators.

Hutchings, Pat and Ted Marchese. "Watching Assessment-Questions, Stories, Prospects." *Change*, 22(5), September/October 1990, pp. 12-38.

Hutchings, Pat, Ted Marchese, and Barbara Wright. *Using Assessment to Strengthen General Education*. Washington, DC: American Association for Higher Education, 1991.

> Describes how assessment's questions and approaches can support general education–a central component of undergraduate education.

Light, R. L, J.D. Singer, and J.B. Willett. *By Design: Planning Research on Higher Education*. Cambridge, MA: Harvard University, 1990.

> For the past decade, Professor Light has directed the well-known Harvard Seminars on Assessment; the other two authors are his faculty colleagues. In plain language and using many examples from the Seminars, this book explains how to design

useful research for assessment and improvement purposes. Favorite quote: "You can't fix by analysis what you bungled by design."

Marchese, Theodore J. *Assessment, Quality, and Undergraduate Improvement*. Keynote at AAHE Eighth Annual Assessment & Quality Conference. (13 pp.)

After studying the assessment movement for eight years, the author believes that CQI offers the organizational context for assessment activity, an important condition which had been absent in the past. That is, in an academic organization devoted to the continuous improvement of learning, assessment would become fundamental and necessary.

Marchese, Ted. "Assessment Update: Third Down, Ten Years to Go." *AAHE Bulletin*, 1987, 40, pp. 3-8.

The author is critical of the use of assessment as an accountability measure rather than an avenue of improvement. Assessment guarantees nothing by way of improvement, "no more than a thermometer cures a fever." Assessment must be combined with good instruction and a program of improvement to strengthen the educational process.

Mentkowski, Marcia, Alexander W. Astin, Peter T. Ewell, E. Thomas Moran, and K. Patricia Cross. *Catching Theory Up with Practice: Conceptual Frameworks for Assessment*. Washington, DC: American Association for Higher Education, 1991.

Nichols, J. O., et al. *A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation*. New York: Agathon, 1991.

This is perhaps the most comprehensive "cookbook" -- the lead author's own term -- that exists on assessment, focusing on "hows" not "whys," and on practice rather than theory.

*Reprise 1991*. Washington, DC: American Association for Higher Education, 1991.

Reprints of two articles from educational journals covering assessment's history, implementation, gains, and shortcomings, with examples of campus practices and an extensive bibliography.

SEE ALSO:

Harris, John. *Assessment Guidelines for Instructional Units and Non-Instructional Units 1994-95* under **CAMPUS DOCUMENTS** for Samford University, Alabama.

## Baldrige Award for Education

Gelmon, Sherril B., Marie E. Sinioris, and Kevin L. Najafi. "Performance Assessment for Health Administration Education: Applications of the Baldrige." *The Journal of Health Administration Education*, 13(1), Winter 1995, pp. 109-127.

This article demonstrates how the Baldrige framework is complementary to the Accrediting Commission on Education for Health Services Administration accreditation process, and can be used to add value to self-assessment.

*Malcolm Baldrige National Quality Award: Education Pilot Criteria 1995*. Malcolm Baldrige National Quality Award, Education Pilot Program, National Institute of Standards and Technology (NIST). (41 pp.)

This booklet contains the Education Pilot Criteria, a description of the Criteria, Scoring Guidelines, and other information. In addition to serving as the basis for submitting an application, it is intended that schools of all kinds will use the Criteria for self-assessment, planning, training, and other purposes.

*Midstate University Case Study*. American Society for Quality Control, 1995. (90 pp.)

This case study was developed by the Malcolm Baldrige National Quality Award Office, Education Pilot Program and is used in their training of evaluators. The case is an application of a fictional comprehensive state university in the midwest with a strong teaching mission.

Seymour, Daniel T. "The Baldrige Cometh." *Change*, 26(1), January/February 1994, pp. 16-27.

The Malcolm Baldrige National Quality Award is a controversial management award program seen variously as a catalyst for organizational transformation and as a destructive influence. The core values of the program, award criteria, concerns about its impact, and implications for education are examined. (ERIC)

SEE ALSO:

Beaman, Rhonda. *Total Quality Teaching – Using the Malcolm Baldrige Award Criteria for Improving Teaching* in this section under the subsection **"CQI in the Classroom."**

**QUALITY AWARD PROGRAMS** section for specific national and state awards open to educational institutions.

*Tradition of Excellence: Higher Education Quality Self-Assessment Program: Assessment Criteria and Guide* under **CAMPUS DOCUMENTS** for Rutgers University in New Jersey.

*Baldrige Application: Overview and Leadership* under **CAMPUS DOCUMENTS** for St. John Fisher College in New York.

## Benchmarking in Higher Education

American Association of Collegiate Schools of Business. "New Benchmarking Survey Makes Business Schools Introspective," *Newsline*, 25(1), Fall 1994, pp. 16-17.

Keeton, Morris and Barbara Mayo-Wells. "Benchmarking for Efficiency in Learning." *AAHE Bulletin*, April 1994, 46(8), pp. 9-13.

For higher education to make substantial and sustainable changes in efficiency, it must come up with a new paradigm that builds efficiency into its basic structure and functioning, and then develop tools and strategies to benchmark our progress and success.

Kempner, Daphne. "The Pilot Years." *Business Officer*, December 1993, pp. 22-31.

The first years of the National Association of College and University Business Officers (NACUBO) pilot project to collect benchmark data on college costs and service levels are discussed, focusing on lessons learned, needs identified, current use of the results, and the project's place in the association's long-term research plan. (ERIC)

Payne, James S. and J. M. Blackbourn. "Learning Through Benchmarking: Lessons Learned from Business by a School of Education." *Journal for Quality and Participation*, September 1993, pp. 62-65.

Shafer, Barbara S. and L. Edwin Coate. "Benchmarking in Higher Education: A Tool for Improving Quality and Reducing Cost." *NACUBO Report*, November 1992, pp. 28-35.

Benchmarking is an ongoing, systematic process for measuring and comparing work processes of one organization to those of another to identify best practices. Higher education can gain much from this technique, as industry has. The method is objective, reduces resistance to change and can lead to dramatic innovation and rapid development. (ERIC)

St. Clair, Guy. "Benchmarking, Total Quality Management, and The Learning Organization: New Management Paradigms for Information Environment." *Special Libraries*, 1993, pp. 120-122.

SEE ALSO:

Belmont University Center for Quality and Professional Development. *Benchmarking: Quality Team Manual* under **CAMPUS DOCUMENTS** for Belmont University in Tennessee.

*Benchmarking Guidelines* under **CAMPUS DOCUMENTS** for Pennsylvania State University.

Friedman, Paul G. and Julie Apker. *Using Benchmarking to Improve College Instruction* under **CAMPUS DOCUMENTS** for the University of Kansas.

Hubbard, Dean L. "Can Higher Education Learn From Factories?" under **CAMPUS DOCUMENTS** for Northwest Missouri State University.

Koller, Albert M. and Claudia Follet. *"Hands-On" Benchmarking for Continuous Quality Improvement* under **CAMPUS DOCUMENTS** for Brevard Community College in Florida.

Rieley, James and Keith Roberts. *Benchmarking Leadership for Use in a Presidential Search* under **CAMPUS DOCUMENTS** for Milwaukee Area Technical College in Wisconsin.

Rigoglioso, Marguerite. "How'm I Doing?: Benchmarking Shows Harvard How It Stacks Up" under **CAMPUS DOCUMENTS** for Harvard University in Massachusetts.

Shaughnessy, T. W. "Benchmarking, Total Quality Management, and Libraries" in this section under the subsection "CQI AND CAMPUS LIBRARIES".

*TQM Information Exchange: Benchmarking Site Visit Report: Measuring Customer Satisfaction* under **CAMPUS DOCUMENTS** for Brevard Community College in Florida.

## Cooperative and Collaborative Learning

Bouton, Clark and Russell Garth, (Eds.). *New Directions for Teaching and Learning* (No. 14, Learning in Groups). San Francisco: Jossey-Bass, 1983.

Bruffee, Kenneth. *Collaborative Learning: Higher Education, Interdependence, and the Authority of Knowledge*. Baltimore, MD: Johns Hopkins University Press, 1993.

Goodsell, Anne, Michelle Mahaer, and Vincent Tinto. *Collaborative Learning: A Sourcebook for Higher Education*. University Park, PA: National Center on Postsecondary Teaching, Learning, and Assessment, 1993.

Jacques, David. *Learning in Groups*. Second Edition. Houston: Gulf Publishing Company, 1992.

Johnson, David W., Roger T. Johnson, and Karl A. Smith. *Active Learning: Cooperation in the College Classroom*. Edina, MN: Interaction Book Company, 1991.

Johnson, David W., Roger T. Johnson, and Karl A. Smith. "Cooperative Learning: Increasing College Faculty Instructional Productivity." *ASHE-ERIC Higher Education Report No. 4*. Washington, DC: George Washington University, School of Education and Human Development, 1991.

Johnson, David W. and Roger T. Johnson. *Creative Controversy: Intellectual Challenge in the Classroom*. Edina, MN: Interaction Book Company, 1992.

Kadel, Stephanie and Julia A. Keehner. *Collaborative Learning: A Sourcebook for Higher Education, Vol. II*. University Park, PA: National Center on Postsecondary Teaching, Learning, and Assessment, 1994.

Kagan, Spencer. *Cooperative Learning*. San Juan Capistrano, CA: Resources for Teachers, Inc., 1993.

Meyers, Chet and Thomas B. Jones. *Promoting Active Learning: Strategies for the College Classroom*. San Francisco: Jossey-Bass, 1993.

> A practical guide to strategies for active learning. Presents a range of teaching tools – including problem-solving exercises, cooperative student projects, informal group work, simulations, case studies, role playing, and similar activities that ask students to apply what they are learning. Draws on the classroom experiences and tips of teachers from a variety of disciplines.

Millis, Barbara. "Creating a TQM Classroom through Cooperative Learning." *To Improve the Academy*, Vol. 12, 1993, pp. 147-161.

Rau, William and Barbara Sherman Heyl. "Humanizing the College Classroom: Collaborative Learning and Social Organization Among Students." *Teaching Sociology*, Vol. 18, pp. 141-155.

Rothwell, J. Dan. *In Mixed Company: Small Group Communication*. Fort Worth, TX: Harcourt Brace Jovanovich College Publishers, 1992.

Slavin, Robert E. *Student Team Learning: A Practical Guide to Cooperative Learning*. Third Edition. Washington, DC: National Education Association, 1991.

Thousand, Jacqueline S., Richard A. Villa, and Ann I. Nevin. *Creativity and Collaborative Learning: A Practical Guide to Empowering Students and Teachers*. Baltimore, MD: Paul H. Brooks Publishing, 1994.

Wergin, Jon F. *The Collaborative Department: How Five Campuses Are Inching Toward Cultures of Collective Responsibility*. Washington, DC: American Association for Higher Education, 1994.

> This monograph offers an empirical examination and analysis of collective responsibility–that is, departments acting as self-directed collectives working collaboratively toward goals derived from a well-articulated institutional mission. Based on case studies of five institutions moving in that direction.

## CQI and Faculty

Carothers, Robert L. and Jayne Richmond. "Faculty as Customers: Hard Lessons for Administrators." In Dean L. Hubbard (Ed.), *CQI: Making the Transition to Education* (pp. 188-198). Maryville, MO: Prescott Publishing, 1993.

> This chapter states that "change must come to the most fundamental aspects of our institutions, including the role of the faculty and the priority given to teaching and learning." TQM cannot remain only in the administrative areas.

Featherman, Sandra and Valerie Broughton. "Maximizing Flexibility for Tenured Faculty Positions with CQI." In Dean L. Hubbard (Ed.), *CQI: Making the Transition to Education* (pp. 158-179). Maryville, MO: Prescott Publishing, 1993.

> This chapter discusses the development and application of CQI procedures for faculty position allocation. The issues examined include institutional culture, budget constraints, applicability of CQI to faculty resource decisions, and selection of a cross-functional team.

Shaw, Bonnie F. "Quality Control in the Non-Traditional Classroom: Adjunct Faculty in Non-Traditional Programs." *College Faculty: Adjunct and Non-Traditional Roles.* Selected Papers from the Conference on Non-Traditional Interdisciplinary Programs, Arlington, Virginia, June 22, 1983. Fairfax, VA: George Mason University, 1984.

> Six papers on adjunct and non-traditional college faculty are presented from the George Mason University annual conference on non-traditional interdisciplinary programs. Issues of quality concern integrity of instruction and reputation. (UMich)

SEE ALSO:

> Bull, Marjorie, Jack Plummer, Allen Reed, and Jacqueline Solfronk. *CQI Learning Module Training Manual* under **CAMPUS DOCUMENTS** for Joliet Junior College in Illinois.
>
> Engelkemeyer, Susan West. "Engaging Faculty in Continuous Quality Improvement Efforts" under **CAMPUS DOCUMENTS** for Babson College in Massachusetts.
>
> McEachern, William and Kathleen O'Brien. *Faculty Development Meets Baldrige Assessment* under **CAMPUS DOCUMENTS** for Alverno College in Wisconsin.
>
> Mullin, Ralph, George Wilson, and Michael Grelle. "CQI: A Model for Reform Based on Assessment-As-Learning and TQM" under **CAMPUS DOCUMENTS** for Central Missouri State University.
>
> Sanders, Kathy. "Building a Better Teacher" under **CAMPUS DOCUMENTS** for the University of Wisconsin-Madison.
>
> Strickland, Billy J. and Shirley A. Schooley. *Quality Manual for Improving the Academic Process* under **CAMPUS DOCUMENTS** for Samford University in Alabama.
>
> Van Dyke, Patt (Ed.). *The Culture for Quality: Effective Faculty Teams* under **CAMPUS DOCUMENTS** for Northwest Missouri State University.

## CQI in the Classroom

Arnold, Danny R. *Total Quality in the Classroom: An Experimental Application.* Paper. March 1994.

Baugher, Kathryn H. "LEARN: The Student Quality Team Process for Improving Teaching and Learning." In Dean L. Hubbard (Ed.), *CQI: Making the Transition to Education* (pp. 410-423). Maryville, MO: Prescott Publishing, 1993.

> This chapter describes a form of classroom research called LEARN. The LEARN process utilizes a team of students to design, administer and evaluate feedback measures as well as implement suggestions. Its goal is to help students and instructors focus on constant improvement of processes.

Beaman, Rhonda. *Total Quality Teaching – Using the Malcolm Baldrige Award Criteria for Improving Teaching.* Paper.

Cross, K. Patricia. "Involving Faculty in TQM." *AACC Journal*, 63(4), February/March 1993, pp. 15-18, 20.

> Describes characteristics and requirements of TQM, and details its uses and advantages in classroom assessment of student performance, emphasizing faculty development and the role of leadership. (ERIC)

Evans, Gary. "Total Quality Meets the Seven Principles." *The Wingspread Journal*, Summer 1993, pp. 8-9.

Gartner, William B. "Dr. Deming Comes to Class." *Journal of Management Education*, 17(2), May 1993, pp. 143-158.

> Discussion of one college faculty member's experiences in applying Deming management theory to his business courses to improve instruction. Key issues in the Deming philosophy are outlined, course changes based on them are described, and outcomes are examined. Suggestions are offered for overcoming institutional and ideological barriers. (ERIC)

Gilbert, James P., Kay L. Keck, and Ronald D. Simpson. "Improving the Process of Education: Total Quality Management for the College Classroom." *Innovative Higher Education*, 18(1), Fall 1993, pp. 65-85.

> A systematic, institutional approach to continuous improvement in college instruction is outlined, based on the four main elements of Total Quality Management: quality defined by customer; top leadership responsibility; systematic analysis of work processes; and continuous quality improvement throughout the organization. (ERIC)

Higgins, R. C., et al. "Total Quality Management in the Classroom: Listen to Your Customers." *Engineering Education*, 81(1), January/February 1991, pp. 12-14.

> Students in the classroom, the faculty who teach courses for which a specific course is a prerequisite, and the employers of graduates present their ideas on the topic of good instruction. The top ten characteristics of good instruction according to students and faculty are provided.

Porter, David. "Total Quality Education: What Is the Relationship Between TQM and Education?" *Total Quality: A Textbook for Strategic Quality Leadership and Planning*. Lamb, K.D., Frank D. Watson, and Stephen Schmidt (eds.). Colorado Springs, CO: Air Force Academy Press, 1991.

> The author views the relationship between total quality and education as having the potential to be "mutually rewarding and reinforcing (i.e., symbiotic)". The paper includes discussion of the differences between education and other industries, education as a team sport, the influence of administration, and how quality has been enhanced at Harvard University, Alverno College, and the U.S. Air Force Academy.

Roodman, Gary M. "Total Quality Management for University Curriculum Design and Delivery: The Role of the Grading System." October 1993. (16 pp.)

> Paper which addresses the relationship between traditional grading systems and the philosophy of continuous improvement in the classroom work environment.

Sacks, Kenneth S. *Student as Customer or Partner?* Commissioned Paper from the AAHE Conference on Assessment & Quality, Boston, MA, June 1995. (11 pp.)

> As a professor in the department of history at the University of Wisconsin-Madison, the author explores and challenges the concept of student as customer. He offers instead a concept of student as partner in the learning process.

Shulman, Gary M. and David L. Luechauer. "The Empowering Educator: A CQI Approach to Classroom Leadership." In Dean L. Hubbard (Ed.), *CQI: Making the Transition to Education* (pp. 424-453). Maryville, MO: Prescott Publishing, 1993.

> The authors present a quality learning model for the teaching-learning process, based on the CQI philosophy. Selected techniques for applying the quality learning model are also presented.

Turner, Ronald E. "TQM in the College Classroom." *Quality Progress*, October 1995, pp. 105-108.

> Fifteen quality concepts translated for apprehensive college faculty members.

Welch, Samuel. *Requirements Based Learning: A Process That Enhances Productivity Through Education From Kindergarten Through Graduate School and During Subsequent Employment*. Commissioned Papers, AAHE's Ninth Conference on Assessment & Quality, Washington, DC, June 12-15, 1994.

SEE ALSO:

> Academy for the Art of Teaching. *Explorations in Teaching and Learning* under **CAMPUS DOCUMENTS** for Florida International University.
>
> Assad, Arjang A. and Judy D. Olian. "Total Quality and the Academy: Continuously Improving the University of Maryland" under **CAMPUS DOCUMENTS** for the University of Maryland at College Park.

*ATLAS: A Team Approach for the Classroom* under **CAMPUS DOCUMENTS** for Joliet Junior College in Illinois.

Bateman, George P. and Harry V. Roberts. "Real-World Total Quality Projects for Statistics Courses" under **CAMPUS DOCUMENTS** for the University of Chicago in Illinois.

Bateman, George P. and Harry V. Roberts. "Total Quality for Professors and Students" under **CAMPUS DOCUMENTS** for the University of Chicago in Illinois.

Baur, M. K. "Bringing a Nursing Program Back to Life" under **CAMPUS DOCUMENTS** for Samford University in Alabama.

Edgeman, Rick L. "Quality Improvement and Statistical Reasoning" under **CAMPUS DOCUMENTS** for Colorado State University.

Ellis, Arthur B. "Treating Students and Industry as Customers" under **CAMPUS DOCUMENTS** for the University of Wisconsin-Madison.

Ermer, Don. *Serving the Customer: TQM in Mechanical Engineering* under **CAMPUS DOCUMENTS** for the University of Wisconsin-Madison.

Friedman, Paul G. and Julie Apker. *Using Benchmarking to Improve College Instruction* under **CAMPUS DOCUMENTS** for the University of Kansas.

Goldberg, Susan G. and David A. Mann. "Action Research in the Classroom Quality Principles for Classroom Management" under **CAMPUS DOCUMENTS** for George Washington University in the District of Columbia.

Hau, Ian. *Teaching Quality Improvement by Quality Improvement in Teaching* under **CAMPUS DOCUMENTS** for the University of Wisconsin-Madison.

Hansen, W. Lee. "Bringing Total Quality Improvement into the College Classroom" under **CAMPUS DOCUMENTS** for the University of Wisconsin-Madison.

Jamieson, Sean. "Faculty Are Finding Ways to Apply Quality Management in Classrooms" under **CAMPUS DOCUMENTS** for Cornell University in New York.

Jimenez, M., R. Safford, and W. Swart. "TQM in the University Classroom: A Methodology and Its Application in an Academic Department" under **CAMPUS DOCUMENTS** for the University of Central Florida.

Mahoney, Francis X. and Cliff Barbee. *The Syllabus: Continuous Classroom Quality Improvement Starts Here* under **CAMPUS DOCUMENTS** for Houston Baptist University in Texas.

McEachern, William and Kathleen O'Brien. "Constancy of Purpose: Education and Assessment-As-Learning" under **CAMPUS DOCUMENTS** for Alverno College in Wisconsin.

Novak, Robert A. *Implementing Quality Concepts in the Classroom* under **CAMPUS DOCUMENTS** for Pennsylvania State University.

Ord, J. K. "Total Quality Management in the Classroom: A Personal Odyssey" under **CAMPUS DOCUMENTS** for Pennsylvania State University.

Ricklefs, Merlin J. "Total Quality Management: A Class That 'Walks Its Talk'" under **CAMPUS DOCUMENTS** for the University of Minnesota-Duluth.

Romero-Simpson, Jose Eulogio. "A Total Quality Management (TQM) Organizational Behavior Course" under **CAMPUS DOCUMENTS** for the University of Miami in Florida.

Sokol, P. E. "Improvements in Introductory Physics Courses" under **CAMPUS DOCUMENTS** for Pennsylvania State University.

Spanbauer, Stanley J. "TQM in the Teaching/Learning Process" under **CAMPUS DOCUMENTS** for Fox Valley Technical College in Wisconsin.

Welch, Samuel C. *The Xavier University Opera Workshop: An Adaptation of Quality Management Principles to Improve the Outcomes of Post Secondary Education* under **CAMPUS DOCUMENTS** for Xavier University in Ohio.

Zangwill, Willard J. "Tips for Student Teams" under **CAMPUS DOCUMENTS** for the University of Chicago in Illinois.

## Leadership in Higher Education

Birnbaum, Robert. *How Academic Leadership Works*. San Francisco: Jossey-Bass, 1992.

Graba, Joseph. "Statewide Leadership of Continuous Quality Improvement in Higher Education: A Proposed Framework." *Assessment Update*, 5(5), September/October 1993, pp. 6-8.

Rieley, James B. "The Circular Organization: How Leadership Can Optimize Organizational Effectiveness." *National Productivity Review*, Winter 1993/94, Volume 13, pp. 11-20.

> On the assumption that strong leadership is necessary to organizational effectiveness, the author focuses on the need for good leadership skills. He makes the claim that one change which managers must make is from traditional management styles to management which focuses on processes.

Rieley, James B. *Leadership in Education*. February 1994. (15 pp.)

> Looks at the need for organizational change and the important role of leadership in successfully adapting organizations to deal with the complex issues that they are facing in the 1990s.

Tribus, Myron. "When Quality Goes to School, What Do Leaders Do to Put It to Work?" Paper. 1994.

SEE ALSO:

> Desrochers, Lindsay Ann. "They Did It Their Way: Administrative Transformation at Portland State University" under **CAMPUS DOCUMENTS** for Portland State University.

## Reengineering in Higher Education

"The Case for Reengineering" (Two-Part Series). *Insights*. Brentwood, TN: The Innovation Network, 1993.

Dougherty, Jennifer Dowling, Jillinda Jonker Kidwell, Donna Malone Knight, Loren Loomis Hubbell, and Sean C. Rush. *Business Process Redesign for Higher Education*. Washington, D.C.: National Association of College and University Business Officers, 1994.

> This book provides a conceptual framework for institutions to launch a reengineering effort and provides examples of BPR efforts and detailed explanations of BPR tools.

Gales, Ron. "Can Colleges be Reengineered?" *ACROSS THE BOARD*, March 1994, pp. 16-22.

Penrod, James I. and Michael G. Dolence. "Reengineering: A Process for Transforming Higher Education." *CAUSE Professional Paper Series*, #9, 1992.

> An overview of the principles and processes of reengineering (transformation) to move higher education enterprises into the new information/service economy. Includes a review of philosophies already widely used in business, applications in higher education, and implications of reengineering for information technology units.

Porter, James H. "Business Reengineering in Higher Education: Promise and Reality." *CAUSE/EFFECT*, Winter 1993, pp. 48-53.

> The author takes the position that business reengineering has not yet been applied within higher education institutions and, for the foreseeable future, will not be applied to a major university. In addition, process redesign should not be applied in most colleges and universities. There are, however, significant changes and improvements we can make to integrate and improve our administrative processes that should be aggressively pursued.

## Teams in Higher Education

Byham, William C. with Jeff Cox and Kathy Harper Shomo. *Zapp! in Education*. New York, NY: Fawcett Columbine, 1994.

> Takes educators step by step through the empowerment process and equips them with the skills they need in every situation. It is a powerful guide for the classroom with workable, hands-on advice for how educators can get their students (and themselves) excited about learning again.

Faulkner, Scot M. "Process Improvements Using Team Environments." In Dean L. Hubbard (Ed.), *CQI: Making the Transition to Education* (pp. 2-16). Maryville, MO: Prescott Publishing, 1993.

> Describes the approach of a 9,000-student university toward quality management and how it developed a team environment, the basic building block of any successful quality management implementation.

Michaelson, Larry, Cynthia Jones and Warren Watson. "Beyond Groups and Cooperation: Building High Performance Teams." *To Improve the Academy*, Vol. 12, 1993, pp. 27-145.

Scholtes, Peter et.al. *The Team Handbook for Educators: How to Use Teams to Improve Quality*. Madison, WI: Joiner Associates, 1994.

> A comprehensive, easy-to-use guide on how to use project teams to improve quality throughout an educational system. The first chapter provides background on the evolution and nature of the new focus on quality. The second chapter introduces the basic tools and concepts of quality improvement. The remaining five chapters describe a project from inception to closure, including how to select project team participants, run team meetings, use a scientific approach to find root causes of problems, develop and implement a plan for school improvement, and build teamwork.

Stump, Shery. "Team Development and the Role of the Facilitator." University of Kansas, June 1994.

SEE ALSO:

> Eakin, W. L. "The Role of the Facilitator on Total Quality Management Teams" under **CAMPUS DOCUMENTS** for the University of Kansas.
>
> Hillenmeyer, Susan G. "How Quality Improvement Teams Work to Improve Processes in Departments and Administrative Units" under **CAMPUS DOCUMENTS** for Belmont University in Tennessee.
>
> Office for Continuous Quality Improvement. *CQI Project Charter (Standard Format)* under **CAMPUS DOCUMENTS** for the University of Maryland at College Park.
>
> Office for Continuous Quality Improvement. *CQI Project Participant Roles (Recommended)* under **CAMPUS DOCUMENTS** for the University of Maryland at College Park.
>
> Office for Continuous Quality Improvement. *CQI Team Formation Process (Recommended)* under **CAMPUS DOCUMENTS** for the University of Maryland at College Park.
>
> Office of Quality Advancement. *Leader and Facilitator Handbook* under **CAMPUS DOCUMENTS** for the University of Illinois at Chicago.
>
> Office of Quality Management. *UCF Quality Management Team Project Handbook* under **CAMPUS DOCUMENTS** for the University of Central Florida.
>
> *Team Building and Empowering: Participant's Manual* under **CAMPUS DOCUMENTS** for Joliet Junior College in Illinois.
>
> Van Dyke, Patt (Ed.). *The Culture for Quality: Effective Faculty Teams* under **CAMPUS DOCUMENTS** for Northwest Missouri State University.
>
> Zangwill, Willard J. "Tips for Student Teams" under **CAMPUS DOCUMENTS** for the University of Chicago in Illinois.

## CQI and Business and Engineering Schools

Gitlow, Howard, and Norman Einspruch (Eds.). *Quality Management: A Curriculum Resource Guide*. St. Louis, MO: AACSB, 1994.

> Features course outlines, syllabi, bibliographies, readings and other materials on quality

management drawn from a comprehensive survey of more than 100 leading-edge business and engineering schools.

Kaplan, Robert. "The Topic of Quality in Business School Education and Research." *Selections*, April 1991, pp. 35-36.

Mason, Julie Cohen. "Business Schools: Striving to Meet Customer Demand." *Management Review*, September 1992, pp. 10-14.

Tribus, Myron. "Total Quality Management in Schools of Business and Engineering." In Harry V. Roberts (Ed.). *Academic Initiatives in Total Quality for Higher Education*. Milwaukee, WI: ASQC Quality Press, 1995.

The author states that the current system of education must be reformed to one which develops students into quality performers, at whatever level and in whatever field they choose to work. He also holds that quality methodologies provide the tools and techniques to accomplish this goal.

SEE ALSO:

Babson Graduate School of Business. *A Radical New Approach to the MBA* under **CAMPUS DOCUMENTS** for Babson College in Massachusetts.

Bonvillian, Gary and William Nowlin. "Integrating Principles of Total Quality into Teaching and Learning" under **CAMPUS DOCUMENTS** for Rochester Institute of Technology in New York.

Brown, Daniel J. and Harold F. Koenig. "Applying Total Quality Management to Business Education" under **CAMPUS DOCUMENTS** for Oregon State University.

*Business Partners: A Strategic Plan for the Future* under **CAMPUS DOCUMENTS** for Arizona State University.

Business Partners Steering Committee, Task Forces, and Administrative Council. *Arizona State University College of Business* under **CAMPUS DOCUMENTS** for Arizona State University.

Edgeman, Rick L. "Quality Improvement and Statistical Reasoning" under **CAMPUS DOCUMENTS** for Colorado State University.

Greenbaum, Stuart I. "TQM at Kellogg: How We Teach It, How We Live It" under **CAMPUS DOCUMENTS** for Northwestern University in Illinois.

Paton, Scott Madison. "TQM Thrives at Babson College" under **CAMPUS DOCUMENTS** for Babson College in Massachusetts.

Price, Robert M. "Forging Effective Business-Academia Partnerships" under **CAMPUS DOCUMENTS** for Duke University in North Carolina.

Story, Neil and Bruce H. Allen. "Juran's 'Quality Planning Road Map' as a Framework for Mission Development" under **CAMPUS DOCUMENTS** for Central Michigan University.

Taylor, Arthur R. "TQM and Academia...The Next Step: How We Practice What We Teach" under **CAMPUS DOCUMENTS** for Fordham University in New York.

Winck, S. K. "Teamwork Improves Office Climate" under **CAMPUS DOCUMENTS** for Pennsylvania State University.

Wolverton, Mimi. "The Business College at Arizona State University: Taking Quality to Heart" under **CAMPUS DOCUMENTS** for Arizona State University.

## CQI and Continuing Education

Falk, C. F. "$(TQM)^2$ = The Quick Move to Total Quality Management: A 'Window of Opportunity' for Continuing Educators." *Journal of Continuing Higher Education*, 40(3), Fall 1992, pp. 13-22.

Research shows that academics are either disinterested or slow to react to total quality management, which many businesses consider vital to economic growth. Continuing educators may demonstrate leadership by advocating, developing, and furnishing credit or noncredit activities about quality improvement topics.

Freedman, Leonard. *Quality in Continuing Education: Principles, Practices and Standards for Colleges and Universities*. San Francisco, CA: Jossey-Bass, 1987.

Early chapters discuss the need for quality control and monitoring. Second half of book outlines procedures and criteria for assessing and maintaining quality in instruction, administration, faculty, organizational structure, and staffing. (UMich)

## CQI and Campus Facilities

Dwyer, Michael J. Jr. *Quality Control/Project Management: A Must for Physical Plant Departments*. Proceedings of the Annual Meeting of the Association of the Physical Plant Administrators of Universities and Colleges, Phoenix, AZ, June 6, 1982.

Focuses on the subjects of quality control and project management (although not quality management). Citing the pressures of "austere funding," the author maintains that management must find ways to 1) increase productivity, while at the same time 2) maintaining or improving quality. Suggests ways to adapt quality control principles from manufacturing and Department of Defense standards. (UMich)

Reynolds, Gary. *Building Quality: TQM for Campus Facilities Managers*. Alexandria, VA: APPA Publications, 1995.

Includes chapters on TQM as a management style, the history of TQM, parts and principles of TQM, planning for TQM, training and tools, and seven case studies. Also includes: detailed, how-to instructions on the tools of TQM; sample control sheets; and matrices illustrating where the TQM effort should begin, who should be involved, and to what degree, based on your school's structure and mission.

Reynolds, G. L. "Total Quality Management for Campus Facilities." *Facilities Manager*, 8(3), Summer 1992, pp. 14-20.

This article examines theTQM concept as it is applied to higher education campus facilities. Each of the fundamental principles of TQM are examined as follows: customer-centered orientation, leadership, improved communication, continuous improvement, accountability, and quality of life.

## CQI and Campus Libraries

Jarrow, Susan and Susan B. Barnard (Eds). *Integrating Total Quality Management in a Library Setting*. New York, NY: The Haworth Press, Inc., 1993.

Lawes, Ann. "The Benefits of Quality Management to the Library and Information Services Profession." *Special Libraries*, Summer 1993, pp. 142-146.

Riggs, D. E. "Managing Academic Libraries with Fewer Resources." *Journal of Higher Education Management*, 8(1), Fall 1992, pp. 27-34.

A discussion of academic library management during retrenchment looks at a variety of issues, including staffing needs in the labor-intensive library environment, acquisitions budgeting, interlibrary cooperation (ownership vs. access to resources), entrepreneurship and strategic planning for problem solving, and the use of total quality management principles.

Riggs, D. E. "TQM: Quality Improvement in New Clothes." *College and Research Libraries*, 53(6), November 1992, pp. 481-483.

Academic libraries, pursuing excellence in their products and services, are a natural entity for TQM. Basic TQM principles include making decisions based on objective data, respecting people and their ideas, empowering all library staff, focusing on the process, and doing the job correctly the first time, all to benefit the library user.

Shaughnessy, T. W. "Benchmarking, Total Quality Management, and Libraries." *Library Administration and Management*, 7(1), Winter 1993, pp. 7-12.

Discussion of the use of TQM in higher education and academic libraries focuses on the identification, collection, and use of reliable data. Methods for measuring quality, including benchmarking are described; performance measures are considered; and benchmarking techniques are examined. (SMcD)

Stuart, Crit and Miriam A. Drake. "TQM in Research Libraries." *Special Libraries*, Summer 1993, pp. 131-136.

SEE ALSO:

St. Clair, Guy. "Benchmarking, Total Quality Management, and The Learning Organization: New Management Paradigms for Information Environment" under "Benchmarking in Higher

**Education"** earlier in this section.

Thomason, Jean. "Revitalization of Library Service" under **CAMPUS DOCUMENTS** for Samford University in Alabama.

## CQI and Financial Aid

St. John, Edward P. and Ronald Sepanik. "A Framework for Improving the Management of Financial Aid Offices." *New Directions for Higher Education* (Meeting Student Aid Needs in a Period of Retrenchment), 1982, pp. 57-68.

> Colleges can and should do much to improve the management of financial aid operations by: 1) assessment of office management needs based on the overall campus structural development and 2) good basic management procedures.

## CQI and Information Technology on Campus

SEE ALSO:

> Plice, S. J. "Changing the Culture: Implementing TQM in an IT Organization" under **CAMPUS DOCUMENTS** for the University of Michigan.
>
> Ryland, Jane N. "Quality Management in a Campus IT Organization: An Interview With Steve Hall and Connie Towler, Harvard University Office for Information Technology" under **CAMPUS DOCUMENTS** for Harvard University in Massachusetts.

## CQI and Institutional Research

Teeter, Deborah J. and G. Gregory Lozier. "Should Institutional Researchers and Planners Adopt TQM?" *New Directions for Institutional Research* (No. 71, Total Quality Management in Higher Education), 18(3), Fall 1991, pp. 73-79.

> Institutional researcher and planners can play a key role in the application of TQM to institutional processes by exciting others about TQM, exploring with others the possibilities of TQM, clarifying the principles through application, and crystallizing the benefits through action.

# Books, Articles, Reports, and Papers on TQM

(not specific to higher education)

## Total Quality Management (TQM)

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## Publisher and Contact Information for Recommended Books, Articles, Reports, and Papers

**Academy of Management**, Ohio Northern University, P.O. Box 209, 300 South Union, Ada, OH 45810-0209. 419-772-1953 (voice); 419-772-1954 (fax); sherron@milton.onu.edu (e-mail).

**AGB Reports**, Association of Governing Boards, One Dupont Circle, Suite 400, Washington, DC 20036. 202-296-8400 (voice); 202-223-7053 (fax).

**American Assembly of Collegiate Schools of Business (AACSB)**, 605 Old Ballas Road, Suite 200, St. Louis, MO 63141-7077. 314-872-8481 (voice).

**American Association for Higher Education (AAHE)**, One Dupont Circle, Suite 360, Washington, DC 20036. 202-293-6440 (voice); 202-293-0073 (fax).

**American Association of Community Colleges**, One Dupont Circle, Suite 410, Washington, DC 20036. 202-728-0200 (voice); 301-604-0158 (fax).

**American Society for Quality Control**, P.O. Box 3066, Milwaukee, WI 53201-3066. 1-800-248-1946 (voice); 414-272-1734 (fax). Midstate University case study is item #T504.

**Arnold, Danny R**. College of Business and Industry, Mississippi State University, (601) 325-2580 (voice).

**ASHE-ERIC**, The George Washington University, School of Education and Human Development, 2134 G Street, NW, Washington, DC 20052. 202-994-6160 (voice); 202-994-7207 (fax).

**Association of Institutional Research**, Florida State University, Executive Office, 314 Stone Building, Tallahassee, FL 32306-3038. 904-644-4470 (voice).

**Association of the Physical Plant Administrators of Universities and Colleges**, 11 Dupont Circle, Suite 250, Washington, DC 20036.

**Beaman, Rhonda**. Center for Excellence in Education, Northern Arizona University, Flagstaff, AZ 86011. 602-523-3882 (voice).

**CAUSE**, 4840 Pearl East Circle, Suite 302E, Boulder, CO 80301. 303-449-4430 (voice); 303-440-0461 (fax); orders@CAUSE.colorado.edu (e-mail).

**Conference Board (The)**, 845 Third Avenue, New York, NY 10022-6601. 212-759-0900 (voice); 212-980-7014 (fax).

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**Ernst & Young**, 1600 Huntington Building, Cleveland, OH 44115. Attn: Stephen L. Yearout, National Director, Operations and Quality Management.

**Fox Valley Technical College Foundation**, 1825 N. Bluemound Drive, P.O. Box 2277, Appleton, WI 54913-2277. 414-735-5608 (voice); 414-735-2582 (fax).

**Graduate Student Consortium on Quality in Higher Education**, Bradley Winn, Director, 112 Fleming Administration, University of Michigan, Ann Arbor, MI 48109.

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**Innovation Network**, P.O. Box 184, Brentwood, TN 37024-0184. 800-896-9224, 615-370-9411 (voice); 615-370-9413 (fax).

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**Kofman, Fred**, MIT Sloan School of Management, 77 Massachusetts Ave., Cambridge, MA 02139. 617-253-2659 (voice).

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**Massy, William**, Director, Stanford Institute for Higher Education Research, Stanford University, 508 CERAS, Stanford, CA 94305-3084. 415-723-7725 (voice).

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**National Center for Higher Education Management Systems**, Post Office Drawer P, Boulder, CO 80302. 303-497-0301 (voice); 303-497-0338 (fax).

**National Association of College and University Business Officers.** One Dupont Circle, Suite 500, Washington, DC 20036. 202-861-2500 (phone).

**National Governors Association**, 444 N. Capitol Street, Washington, DC 20001. 202-624-5300 (voice); 202-624-5313 (fax).

**National Institute of Standards and Technology (NIST)**, Education Pilot Program, Route 270 and Quince Orchard Road, Administration Building, Room A537, Gaithersburg, MD 20899-0001. 301-975-2036 (voice); 301-948-3716 (fax).

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**Rath & Strong**, 92 Hayden Avenue, Lexington, MA 02173, (617) 861-1700.

**Rieley, James**, Director, The Center for CQI, Milwaukee Area Technical College, 700 West State Street, Milwaukee, WI 53233. 414-297-7806 (voice); 414-297-7764 (fax); jrieley@music.lib.matc.edu (e-mail).

**Roodman, Gary M.**, School of Management, SUNY-Binghamton, Binghamton, NY 13905. 607-777-2673 (voice); 607-777-4422 (fax); roodman@bingvmb.cc.binghamton.edu.

**Samford University**, Bookstore, 800 Lakeshore Drive, Birmingham, AL 35229. 205-870-2834 (voice and fax).

**Schnell, Monika Springer**, University of Maryland at College Park, 1103 Lee Building, College Park, MD 20742. 301-405-9033 (voice); 301-314-9098 (fax); mschnell@umdacc.umd.edu (e-mail).

**Society for College and University Planning**, 2026M School of Education Building, University of Michigan, 610 East University Avenue, Ann Arbor, MI 48109-1259. 313-763-4776 (voice); 313-764-2510 (fax).

**Tribus, Myron**, Exergy, Inc., 350 Britto Terrace, Hayward, CA 94539. 510-651-3641 (voice); mtribus@hooked.net (e-mail).

**United States Coast Guard Academy**, Center for Advanced Studies, 15 Mohegan Avenue, New London, CT 06320. 203-444-8541 (voice); 203-444-8288 (fax).

**University of Kansas**, Department of Communication Studies, 3090 Wescoe Hall, Lawrence, KS 66045, (913) 864-3633.

**University of Michigan**, Center for the Study of Higher and Postsecondary Education, 2108 School of Education Building, 610 E. University, Ann Arbor, MI 48109-1259 313-764-9472 (voice); 313-764-2510 (fax).

**University of South Africa**, Student Services Bureau, Administration Building, Room 7-19, P.O. Box 392, Pretoria, South Africa 0001. (012) 429-3074 (voice); (012) 429-2786 (fax).

**University of Southern California**, Institute of Safety and Systems Management, Attn: Quality and Higher Education Proceedings, Los Angeles, CA 90089-0021. 213-740-2411 (voice); 213-740-5943 (fax).

**University of Warwick**, Centre for Corporate Strategy and Change, Warwick Business School, Coventry CV4 7AL, England. 0203-52-3523 (voice).

**West Virginia University**, Morgantown, WV 26506. 304-293-0111 (voice).

# ASSOCIATIONS

One of the best ways to learn about CQI is to join an organization that focuses on CQI and related issues. The following compilation of associations originated as recommendations from participants on the CQI Project's listserv, CQI-L, the AAHE staff, and published sources, such as *The Race Without A Finish Line*, by Warren H. Schmidt and Jerome P. Finnigan. The association descriptions are reprinted from the *Encyclopedia of Associations* and the *Research Centers Directory* with permission from Gale Research. Although not all the associations have a primary or exclusive focus on quality improvement, most address it in their publications and conference programs.

***American Association of Community Colleges (AACC)***, One Dupont Circle, NW, Suite 410, Washington, DC 20036-1176. 202-728-0200 (voice); 202-833-2467 (fax).

Membership includes: community colleges; individual associates interested in community college development; and corporate, educational, foundation, and international associate members. Compiles statistics through data collection and policy analysis. Conducts seminars and professional training programs. Annual meeting with exhibits each spring.

***Continuous Quality Improvement Network of Community and Technical Colleges (CQIN)***.

CQIN is a network within AACC which is comprised of twenty-five member institutions from across the country and is an association and support group for CEOs, quality coordinators, and faculty whose institutions have committed to CQI as an operational philosophy and are using the tools and techniques. The membership meets twice each year for a sharing session to discuss experiences, developments and research, and to generally problem solve.

***American Association for Higher Education (AAHE)***, One Dupont Circle, Suite 360, Washington, DC 20036-1110. 202-293-6440 (voice); 202-293-0073 (fax).

Membership includes: administrators, students, trustees, faculty, public officials, and interested individuals from all segments of postsecondary education. Seeks to clarify and help resolve critical issues in postsecondary education through conferences, publications, and special projects, including the CQI Project.

***American Center for the Quality of Work Life (ACQWL)***, 37 Tip Top Way, Berkeley Heights, NJ 07922. 908-464-8080.(voice).

Nonmembership. Provides consulting and educational services to organizations interested in accelerating organizational change through the implementation of Total Quality Systems. Specializes in issues related to the human side of quality such as employee involvement, leadership effectiveness, hoshin planning, and self-directed work teams. Maintains 9,000 volume library and speakers' bureau. Periodic conferences.

***American Productivity & Quality Center***, 123 North Post Oak Lane, Suite 300, Houston, TX 77024. 713-681-4020 (voice); 713-681-8578 (fax).

Seeks to improve productivity and the quality of work life in the U.S. Works with businesses, unions, academics, and government agencies to find ways to improve productivity and quality. Conducts research; gathers information through field work; disseminates information. Conducts courses and seminars. Concentrates on productivity and quality management, productivity measurement, white collar productivity and quality improvement, labor/management relations, national policy, and employee involvement.

***American Society for Quality Control (ASQC)***, 611 E. Wisconsin Avenue, P.O. Box 3005, Milwaukee, WI 53201-3005. 800-248-1946 or 414-272-8575 (voice); 414-272-1734 (fax).

Membership includes: individuals and organizations dedicated to the on-going development, advancement, and promotion of quality concepts, principles, and technologies. Reference library of 400 books and periodicals on the topic of quality. Annual Quality Congress with exhibits each May.

*American Society for Training and Development (ASTD)*, 1640 King Street, P.O. Box 1443, Alexandria, VA 22313-2043. 703-683-8100 (voice); 703-683-8103 (fax).

Professional association for persons engaged in the training and development of business, industry and education, and government employees. Undertakes special research projects and acts as a clearinghouse. Maintains eighteen committees, fifteen networks, and thirty industry groups. Maintains a database of TRAINET information on more than 100,000 public seminars, workshops, and conferences, and on courseware from more than 100 suppliers.

*Association for Institutional Research (AIR)*, Florida State University, Executive Office, 314 Stone Building, Tallahassee, FL 32306-3038. 904-644-4470 (voice).

Membership includes individuals interested in institutional research or policy analysis in the improvement of planning, management, and resource allocation. Fosters research leading to improved understanding, planning, and operation of institutions of postsecondary education. Encourages the application of appropriate methodologies and techniques; publishes and exchanges information concerning institutions of higher learning.

*Association for Quality and Participation (AQP)*, 801-B West 8th Street, Cincinnati, OH 45203-1601. 800-733-3310 or 513-381-1959 (voice); 513-381-0070 (fax).

Membership includes: quality managers, manufacturing executives, professionals in personnel relations, organization presidents, and employee involvement professionals such as training directors, facilitators and coordinators. Promotes quality and participation in the workplace by providing education, an information center, conferences, in-house training, publications, and other resources. Annual Fall Forum; annual Spring Conference and Resource Mart; and annual Symposium on Work Redesign each winter.

*CAUSE*, 4840 Pearl East Circle, Suite 302E, Boulder, CO 80301-6114. 303-449-4430 (voice); 303-440-0461 (fax); info@CAUSE.colorado.edu (internet).

The association for the management of information technology in higher education. Its mission is to promote more effective planning, management, and evaluation of computing and information technologies in colleges and universities, and to help individual member representatives develop as professionals in the field. Has occasional articles on TQM and reengineering.

*Center for Effective Organizations*, University of Southern California, Bridge Hall 400, Los Angeles, CA 90089-1421. 213-743-8765 (voice).

Integral unit of Graduate School of Business Administration at University of Southern California. Research, training programs, and workshops on issues of organizational effectiveness involving design and management of human systems, including performance appraisal, knowledge work teams and team performance management, new organization forms, labor-management relations, organization development and design, strategic planning and business policy, reward systems, career development, and job design.

*National Association of College and University Business Officers (NACUBO)*, One Dupont Circle, Suite 500, Washington, DC 20036. 202-861-2500 (voice).

An association for those involved in financial administration and management of higher education. Offers publications, advisory reports, professional development workshops, and an annual meeting. Its monthly newsmagazine, *Business Officer*, offers occasional articles on TQM in higher education. Professional development workshops include strategic planning and business process redesign.

*National Forum for Quality in Higher Education*, 1519 Clearlake Road, Cocoa, FL 32922. 407-632-1111, ext. 4316 (voice); 407-639-0078 (fax).

A national partnership among institutions of higher learning to share knowledge, lessons learned, emerging techniques, benchmarking opportunities, and strategies for success in developing and implementing measures of customer satisfaction, benchmarking processes, and techniques for continuous quality improvement.

*Organization Development Network (ODN)*, P.O. Box 69329, Portland, OR 97201. 513-246-0148 (voice); 513-246-9609 (fax).

Membership includes: practitioners, academics, managers, and students employed or interested in organization development. Works to enhance and provide opportunities for colleagueship and professional development. Annual conference.

***Quality and Productivity Management Association (QPMA)***, 300 North Martingale Road, Suite 230, Schaumburg, IL 60173. 708-619-2909 (voice); 708-619-3383 (fax).

Membership includes corporate executives in middle and senior management positions. Seeks to implement quality improvement programs and to aid members in improving both service and product quality. Disseminates information on quality-related topics. Semi-annual conference.

***Work in America Institute***, 700 White Plains Road, Scarsdale, NY 10583. 914-472-9600 (voice); 914-472-9606 (fax).

Research and member advisory services focusing on productivity and quality through employee involvement, labor-management relations and quality of working life. Member forum and seminars, site visits, policy studies, *Work in America* newsletter, library, research service, technical publications, and speakers and consultants bureau.

# AUDIO CASSETTES FROM CONFERENCES

The following list is by no means comprehensive but is a beginning for those who wish to attend conference sessions "from a distance." The audio selections were compiled from the following sources: recommendations from higher education colleagues, product literature, and from information AAHE's CQI Project has collected over the years. Cassettes listed from ASTD and Pegasus are not sector-specific, but those from AAHE and GOAL QPC are targeted to higher education audiences.

### *American Association for Higher Education*

Ordering Information: Mobiltape Company, Inc., 25061 West Avenue Stanford, Suite 70, Valencia, CA 91355. 800-369-5718 or 805-295-0504 (voice); 805-295-8474 (fax). Most tapes are $8.50 each, plus shipping.

A listing of audio tapes available from the 1994 and 1995 AAHE Assessment & Quality conferences is reproduced in the **APPENDIX**.

### *American Society for Training & Development (ASTD)*

Ordering Information: Mobiltape Company, Inc., 25061 West Avenue Stanford, Suite 70, Valencia, CA 91355. 800-369-5718 or 805-295-0504 (voice); 805-295-8474 (fax). $16 per audiotape, plus shipping.

**"Are Self-Directed Work Teams Really More Productive?"**
Candice Phelan. ASTD International Conference and Exposition, Anaheim, CA, May 15-19, 1994.
Explains what researchers found in a Fortune 50 company that may change your view of employee involvement and team development.

**"Building Quality Systems Through a Focused Team-Based Approach"**
Nancy Hartman and George Knapp. ASTD International Conference and Exposition, Anaheim, CA, May 15-19, 1994.
Examines management and organizational processes that your organization can adapt to develop a successful quality system.

**"Complementing Quality Improvement with Reengineering to Drive Breakthrough Organizational Performance"**
Richard Chang. ASTD International Conference and Exposition, Anaheim, CA, May 15-19, 1994.
Explores strategies for implementing reengineering efforts that complement existing quality improvement initiatives in order to drive breakthroughs in organizational performance.

**"How To Succeed as a Cross-Functional Team"**
Glenn Parker. ASTD International Conference and Exposition, Anaheim, CA, May 15-19, 1994.
Explains the purpose and benefits of a cross-functional team.

**"Participation: The Key to Global Advantage"**
Pat McLagan. ASTD International Conference and Exposition, Anaheim, CA, May 15-19, 1994.
Discusses what is involved in transforming a bureaucratic/autocratic organization into a participative one.

**"The Practicality of a Radical Workplace"**
Peter Block. ASTD International Conference and Exposition, Anaheim, CA, May 15-19, 1994.
(Also available in video for $69.95)
Explains how the stewardship contract can be used to focus on individual and team ownership and responsibility.

**"Quality: What Works, What Doesn't, and Why"**
Garth Andrus. ASTD International Conference and Exposition, Anaheim, CA, May 15-19, 1994.
Discusses the pitfalls and the criteria for successfully improving organizational quality.

**"Reengineering an Organization: Integrating People and Processes"**
Kevin Kehoe and Gayle Metzler. ASTD International Conference and Exposition, Anaheim, CA, May 15-19, 1994.
Discusses how to integrate continuous process

improvement efforts with performance development.

**"Total Quality Improvement as a Transformational Management Process for America's Two Year Colleges"** George Labovitz and Victor Rozansky. 46th National Conference, ASTD, May 8, 1990.

**"Training for Collaboration: A Strategy for Breakthrough Performance"**
Steve Levin and Dale Johnson. ASTD International Conference and Exposition, Anaheim, CA, May 15-19, 1994.

Explores seven strategies for using collaboration training to achieve breakthroughs in performance and getting people to work together.

**"Understanding Ourselves and Others: Foundation for a Learning Organization"**
Sandra Segal, David Horne, and Dana Nesbitt. ASTD International Conference and Exposition, Anaheim, CA, May 15-19, 1994. (two-tape set)

Explains the links between individual self-understanding, team learning, and the learning organization.

**"When TQM Becomes Personal: Helping Managers to Accept the Required Changes"**
Warren Schmidt and Jerome Finnigan. ASTD International Conference and Exposition, Anaheim, CA, May 15-19, 1994.

Discover how trainers and consultants can help managers master new requirements of managing in a total quality organization.

## *GOAL/QPC*

Ordering Information: Recorded Resources Corporation, P.O. Box 647, Millersville, MD 21108. 410-969-8273 (voice); 410-969-0920 (fax).

**"If We Only Excel Over the Mediocre, Are We Good Enough?"**
Tom Corts, President, Samford University, Birmingham, AL. Eighth Annual Conference, Boston, MA, November 11-13, 1991.

**"Implementing Total Quality Management in a University Setting"**
L. Edwin Coate, Vice President for Finance & Administration, Oregon State University, Corvallis, OR. Seventh Annual Conference, Boston, MA, December 5-7, 1990.

**"Total Quality: A School of Business Imperative"**
Mark P. Finster, Director, School of Business Graduate Degree Program in Total Quality, University of Wisconsin-Madison. Seventh Annual Conference, Boston, MA, December 5-7, 1990.

**"Total Quality Goes to College"**
Richard DeCosmo, President, Delaware County Community College, Media, PA. Seventh Annual Conference, Boston, MA, December 5-7, 1990.

**"TQM In a Hostile Culture, or What's A Nice College Like You Doing With A Management Theory Like That?"**
William L. Pickett, President, St. John Fisher College, Rochester, NY. Eighth Annual Conference, Boston, MA, November 11-13, 1991.

**"The Wisconsin Story: Making Decisions With Quality Data"**
Michael Williamson, Assistant to the Chancellor, University of Wisconsin-Madison. Eighth Annual Conference, Boston, MA, November 11-13, 1991.

## *Pegasus Communications, Inc.*

Ordering Information: P.O. Box 120, Kendall Square, Cambridge, MA 02142-0001. 617-576-1231 (voice); 617-576-3114 (fax).

**"From Mechanistic to Social Systemic Thinking,"** $25, (73 min.).

Russell L. Ackoff, pioneering systems thinker, traces the origins of a shift from the mechanistic worldview of the Renaissance and Industrial Revolution to the emerging appreciation for the systemic nature of our work.

**"Organizational Learning and Beyond,"** $25, (93 min.).

Russell Ackoff presents a different kind of organizational structure that is more closely aligned with the democratic ideals that govern the way we operate as a nation. He proposes a circular design where hierarchy is not just top-down, but bottom-up as well.

**"Building Learning Infrastructures,"** $25, (90 min.).

Peter Senge, best selling author of *The Fifth Discipline: The Art and Practice of the Learning Organization*, suggests that new ideas and methods will come and go unless they are accompanied by innovations in infrastructure that support an ongoing learning cycle.

**"System Dynamics: The Foundation of the Learning Organization,"** $25, (75 min.).

John Sterman, professor of management science at the MIT Sloan School of Management, explores the tools and types of innovations we will need to use in complex dynamic systems to overcome multiple barriers to learning.

**"System Dynamics and the Learning Organization,"** $25, (50 min.)

Peter Senge discusses how system dynamics can help us overcome our fundamental inabilities to perceive the long-term consequences of our actions by highlighting the underlying structures that govern critical processes and guide strategic policies.

**Designing Corporations for Success in the 21st Century,"** $25, (50 min.)

Jay Forrester, professor emeritus at MIT Sloan School of Management, discusses how corporations often develop their infrastructures through happenstance, committees, guess work, and intuition. Forrester concludes by showing how system dynamics simulation models can be used to understand how production, marketing, information systems, finance, product development, and governing policies all interact to control profitability and market share.

# CAMPUS-BASED TRAINING ORGANIZATIONS

The following is a list of campus-based training organizations, including contact information and a brief description of their services. Of course, there is a multitude of other training organizations, speakers, and consultants who are not campus-based but have been used with successful results by various higher education institutions. However, since AAHE's CQI Project lacks the data to offer you a comprehensive listing of these categories, they have been excluded. We encourage you to network among your CQI peers to discern which organizations and individuals best meet your college's or university's needs. We would also recommend investigating the *Buyers Guide & Consultant Directory* published annually by the American Society for Training and Development (listed under **ASSOCIATIONS**).

*Alverno College Institute*, 3401 South 39th Street, P.O. Box 343922, Milwaukee, WI 53234-3922. 414-382-6087 (voice); 414-382-6354 (fax).

Specializes in offering workshops on assessment-related issues at the Alverno College campus.

*Eastern Michigan University, The Center for Quality*, 34 North Washington, Ypsilanti, MI 48197, 313-487-2259 (voice).

Offers more than 40 different training options in quality and productivity improvement – practical programs taught by some of the industry's most experienced quality professionals.

*Fox Valley Technical College, The Academy for Quality in Education*, 5 Systems Lane, P.O. Box 2277, Appleton, WI 54913-2277. 414-735-5707 (voice); 414-725-2582 (fax).

Offers seminars such as "TQM on Campus: Trends, Trials, and Results," "Customer Service Focus in Education," and "Developing Teams in Education" which utilize Fox Valley's own experience with TQM as a base. Some seminars are offered in different regions of the U.S. while others are available only at the Fox Valley campus or on-site at other institutions.

*George Washington University, Continuing Engineering Education Program*, 801 22nd Street NW, Washington, DC 20052. (202) 994-6106 or (800) 424-9773 (voice); (202) 872-0645 (fax).

Provides short, intensive seminars in: customer and supplier focus; process improvement technology; quality philosophy, strategic planning, and organizational improvement; quantitative methods and statistical techniques; and team skills and empowerment.

*J. Sargeant Reynolds Community College*, North Run Business Park, P.O. Box 85622, 1630 E. Parham Road, Richmond, VA 23285-5622. 804-527-4295 (voice).

Offers Quality training to business, industry, government, education, healthcare and service organizations. Includes seminars on such topics as quality in education and team facilitator training. Regularly scheduled seminars are held on the J. Sargeant Reynolds campus. Customized in-house training is also available to organizations in the Richmond area.

*Miami University, Office of Continuing Education*, 513-529-1508 (voice); 513-529-1826 (fax).

Offers a two-day seminar, "The Quality Centered Chairperson," that teaches how to apply continuous quality improvement principles to academic departments.

*Milwaukee Area Technical College, The Center for Continuous Quality Improvement*, (414) 297-7806 (voice); (414) 297-7764 (fax); rieley@music.lib.matc.edu.

Program offerings have included: an effective planning process for higher education; building blocks for organizational learning; developing a process-based organizational structure through leadership; and systems thinking.

*Carolina Quality Consortium*, Diane Gibson, Guilford Technical Community College, P.O. Box 309, Jamestown, NC 27282. 910-334-4822, ext. 2550; 910-454-2510 (fax).

The CQC mission is to expand and strengthen the implementation of CQI concepts and practices among colleges through collaboration and cooperation. Training services have been utilized primarily by North Carolina community colleges. Training topics include the application of CQI in both administration and the classroom. The CQC Executive Leadership Institute is a training opportunity offered to presidents and the executive leaders of higher education institutions which focuses on leadership and CQI.

*Oklahoma State University-Oklahoma City, Center for Organizational Improvement*, 900 North Portland Avenue, Oklahoma City, OK 73107. 405-945-3215 (voice); 405-945-3397 (fax).

Offers seminars for both public and private organizations in the areas of: organizational assessment, planning and mission development; quality concepts and paradigms; cultural change and communication; marketing and customer service; team building; tools for continuous improvement; and innovation.

*Pennsylvania State University, NCTLA Assessment Institute*, 403 South Allen Street, Suite 104, University Park, PA 16801-5252. 814-865-5917 (voice); 814-865-3638 (fax).

Designed to help campus teams develop, implement, or enhance their assessment plan. It is designed for institutions at all levels of assessment. Provides opportunities for campus teams to work together to improve student learning, develop a more coherent and effective curriculum, and link students' in-class and out-of-class learning experiences.

*Rio Salado Community College, Rio Salado Quality Academy*, 301 West Roosevelt, Phoenix, AZ 85003. 602-238-9601 (voice).

Offers a variety of programs and services for businesses, government agencies, service organizations, and educational institutions interested in the development and/or implementation of Total Quality Management (Continuous Quality Improvement). These programs are tailored to the specific needs of the organization and are offered on-site at the organization's facility. The training specialists have not only taught TQM but have implemented it in organizations.

*University of North Carolina at Chapel Hill*, The Institute for Academic and Professional Leadership, Division of Continuing Education, P.O. Box 3392, Chapel Hill, NC 27515-3392. 919-962-3276 (voice); 919-962-2061 (fax).

Offers three-day workshops on such topics as applying TQM to higher education and strategic planning for higher education.

*University of Texas Quality Center*. P.O. Box 7459, Austin, TX 78713-7459. 512-471-9970 (voice); 512-471-1063 (fax); posed@utxdp.dp.utexas.edu (e-mail).

A training resource for the State of Texas and the education arm of the Austin Quality Council. Created in May 1992 to provide affordable and exceptional training in Total Quality Management for education, government, non-profit, and business in Texas. Offers one- to three-day community courses at the University of Texas as well as customized training for groups of twenty or more at an organization's facility.

*Washtenaw Community College*, Continuing Education, 4800 East Huron River Drive, P.O. Box D-1, Ann Arbor, MI 48106-0978. Linda Howdyshell, Director of Planning and Governance, 313-973-3694 or Laura [illegible]ema, course instructor, 313-973-3571.

Offers a series of "Leadership Skills Seminars" based on Peter Senge's learning organization model which teaches mastery of the five disciplines: personal mastery, shared vision, mental models, team learning, and systems thinking. Offered on-site only. Developed in conjunction with Ford Motor Company which sends its employees from around the nation to attend these seminars.

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One private firm, Cornesky and Associates, provides CQI training exclusively for higher education.

*Cornesky and Associates*, Total Quality Management Consultants, 489 Oakland Park Blvd., Port Orange, FL 32127-9538. 800-388-8682 (voice).

Offers 3-day workshop, "Turning Continuous Quality Improvement Into Classroom Practice: The Tools and Techniques." Workshop price is $575. Also offers "train the trainer" 5-day intensive institutes in the summer months. Institute price is $2,500. Cornesky is the founding editor of the *TQM in Higher Education* newsletter, the current editor of *The Chronicle of CQI* (a newsletter for CQI in Education), and author of ten books on quality improvement in education.

# CONFERENCES

Books, articles, and videotapes can only take you so far in learning about quality improvement. It's often helpful, then, to attend conferences in order to learn more directly from practitioners in the field.

Most of the conferences listed below are annual events. The first subsection includes those conferences that are specifically directed at higher education audiences, while the second subsection lists conferences that are more inclusive in their attendance. In all cases, the conferences focus on quality-related issues. Descriptions were taken from marketing literature.

## Conferences on Quality in Higher Education

*AAHE Conference on Assessment & Quality*

Contact: American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110. 202-293-6440 (voice); 202-293-0073 (fax).

Description: Offers presentations, workshops, reflection groups, discussions, briefings, and poster sessions to encourage the attendees to learn, to get involved, and to network with colleagues.

*California Community Colleges Quality Consortium: Annual Fall Symposium*

Contact: California Community Colleges Foundation, 717 K Street, Suite 320, Sacramento, CA 95814. 800-400-5881 (voice); 916-446-5885 (fax).

Description: First annual symposium took place October 8-10, 1995.

*ERCBEC (Eastern Regional Competency-Based Education Consortium) Total Quality Education Conference*

Contact: Win Batten, James Sprunt Community College, P.O. Box 398, Kenansville, NC 28349. 910-296-2512 (voice); 910-296-1222 or 910-296-1636 (fax).

Description: The conference goal is to provide opportunity for participants to: 1) share ideas, resources, and experiences which support and promote total quality education through competency-based planning, teaching, learning, and assessment; and 2) identify and examine emerging instructional methodology and research in the field of competency-based education for secondary and post-secondary schools.

*International Conference on Assessing Quality in Higher Education*

Contact: Trudy W. Banta, Vice Chancellor Planning and Institutional Improvement, Indiana University-Purdue University Indianapolis, 355 N. Lansing Street, AO 140, Indianapolis, IN 46202-2896. 317-274-4111 (voice); 317-274-4651 (fax).

Description: Promote awareness of current issues and perspectives on the assessment of quality in higher education world-wide, and provide presentations by the leading exponents of a variety of perspectives in a limited-enrollment environment designed to promote cross-cultural discussion and interaction. This annual event occurs in July and has been held in Hong Kong, Finland, and other European locations in past years. The 1996 conference will be in Australia.

*International Conference on Classroom Research*

Contact: Wilma Ferrer, Ana G. Mendez University System, Vice President for Academic Affairs, P.O. Box 21345, San Juan, PR 00928-1345. 809-751-0178 x7390 (voice); 809-759-6411 or 809-766-1763 (fax); ac_wferrer@suagm5.suagm.edu (e-mail).

Description: Designed to help educators respond to concerns about better learning and more effective teaching. This conference will provide you with an opportunity to better understand how your classroom can serve as a laboratory for the study of the learning process and the impact your teaching has upon it. The conference is usually held in San Juan, Puerto Rico in late January.

***International Forum for Quality in Higher Education Conference***

Contact: Claudia Follet, Director of Continuing Education, Louisiana State University at Eunice, P.O. Box 1129, Eunice, LA 70535. 318-457-7311, ext. 390 (voice); 318-546-6620 (fax); cfollet@lsueccgt.lsue.edu.

Description: This annual conference showcases benchmarking efforts in higher education, including partnerships formed between colleges and universities as well as partnerships with industry. The conference includes case studies and discussion groups.

***IUPUI Assessment Conference in Indianapolis***

Contact: Trudy W. Banta, Vice Chancellor, Planning and Institutional Improvement, Indiana University-Purdue University Indianapolis, 355 N. Lansing Street, AO 140, Indianapolis, IN 46202-2896. 317-274-4111 (voice); 317-274-4651 (fax).

Description: Two-day conference which includes a keynote panel, an exhibition of assessment instruments and practices from test developers and practitioners, concurrent sessions with teams of keynote panelists and campus assessment leaders, and informal opportunities to meet colleagues engaged in assessment. This is an annual event held in November in Indianapolis.

***National Conference on Continuous Quality Improvement***

Contact: Engineering Extension Service, 217 Ramsay Hall, Auburn University, AL 36849-5331. 334-844-4370 (voice); 334-844-5715 (fax); eesv.br@eng.auburn.edu (e-mail).

Description: This conference is sponsored by and held at Auburn University. 1995 is the first year for this conference which addresses the needs of a variety of participants in different phases of the continuous improvement journey. The 1995 theme is the Malcolm Baldrige Award Criteria in education. If this year is a success, future conferences will be held.

***National Conference on Student Rentention***

Contact: Noel-Levitz Centers, Inc., 2101 ACT Circle, Iowa City, IA 52245-9581. 800-876-1117 or 319-337-4700(voice); 319-337-5274 (fax).

Description: This five-day conference has TQM and student-centered strategies as two of the five tracks offered each year. This annual event is held in July and its location rotates among the various regions of the U.S.

***National Initiative for Leadership and Instiutional Effectiveness: International Conference***

Contact: Department of Educational Leadership, School of Education, University of North Carolina, Chapel Hill, NC. 919-515-5832 (voice); 919-515-6305 (fax); baker@poe.coe.ncsu.edu (email).

Description: Fall 1995 conference was in Greensboro, NC, October 14-17. Theme was "Team Building for Quality." The conference focuses on participative leadership and quality initiatives in all organizations, and specifically the community colleges.

***Symposium on Systems Thinking in Higher Education***

Contact: Cambridge Decision Dynamics, 26 Landsdowne Street, Suite 125, University Park at MIT, Cambridge, MA 02139. 617-252-0909 (voice); 617-252-0889 (fax); CDDynamics@aol.com (e-mail).

Description: Brings together nationally recognized leaders in the field of systems thinking to discuss how executives in colleges and universities can operationalize the concept. The meeting features highly interactive sessions and encourages a diversity of opinion. It also engenders a frank appraisal of the pitfalls of the approach.

## Conferences on Quality

(not specific to higher education)

***Association for Quality and Participation (AQP) Spring Conference***

Contact: 1-800-733-3310 for conference brochure or to register

Description: Sessions on customer satisfaction, teamwork, measuring results, etc. Also includes a Resource Mart with nearly 100 booths with the latest services and technologies. This annual event is held in either April or May.

***Association for Quality Participation (AQP) Fall Conference***

Contact: Association for Quality and Participation, 801-B West 8th Street, Cincinnati, OH 45203-1607. 800-733-3310 or 513-381-1959 (voice); 513-381-0070 (fax).

Description: This three-day conference is designed to give the participants a deeper understanding of the practices which have increased efficiency, improved quality, and inspired innovation in

America's most successful organizations. In the past, this annual event has taken place in Washington, DC in either November or December.

### American Society for Quality Control's (ASQC) Annual Quality Congress and Exposition

Contact: ASQC Conferences and Exhibits Department, 611 East Wisconsin Avenue, P.O. Box 3005, Milwaukee, WI 53201-3005. 800-248-1946 or 414-272-8575 (voice); 414-272-1734 (fax).

Description: Four-day conference which includes a session or two offered by the Education Division which focuses on such topics as "Approaches to Assessment of Educational Programs and Institutions." The conference is held in May and its location rotates among the various regions of the U.S.

### The Conference Board Quality Conference

Contact: The Conference Board, 845 Third Avenue, New York, NY 10022. 212-759-0900 (voice); 212-980-7014 (fax).

Description: Offered in association with The National Institute of Standards and Technology. Baldrige Award winners play a significant role in planning the agenda for and participating in this annual conference. Covers such topics as the link between TQM and financial performance, the learning organization, the critical factor of culture change, and education-corporate quality connections.

### GOAL/QPC Annual Conference

Contact: GOAL/QPC, 13 Branch Street, Methuen, MA 01844-1953. 800-643-4316 or 508-685-3900 (voice); 508-685-6151 (fax).

Description: For over a decade, this annual event has offered a forum for companies and organizations--large and small, local, national and international--to share their innovative ideas and experiences in TQM and other transformational strategies. The conference is held in October or November and often located in the Boston area.

### Systems Thinking in Action Conference

Contact: Pegasus Communications, Inc., P.O. Box 120 Kendall Square, 1696 Massachusetts Avenue, Cambridge, MA 02138. 617-576-1231 (voice); 617-576-3114 (fax).

Description: Three-day conference to learn about the skills and capabilities of the learning organization. A mix of skill-building workshops and practical applications. The location for this annual event alternates between the east and west coasts.

# INTERNET

The amount of Internet activity on quality improvement has exploded in the last few years, making it impossible to stay current. This section of Internet resources includes discussion lists (otherwise known as listservs), bulletin board services, information sites, and electronic newsletters. Each category begins with a brief description and is followed by a list of services related to CQI and higher education. Most of the services listed below were recommended by higher education practitioners or were resources the AAHE CQI Project has become familiar with over time.

## Discussion Lists/Listservs

Discussion lists – also known as listservs – facilitate open or moderated discussion for anyone with access to Internet. Most of the lists here are administered by educational institutions. Once subscribed to a list, you can access archives of listserv discussions, as well.

### ASSESS-L

Focuses on assessment issues.
List Address: listserv@ukcc.uky.edu
To Subscribe: send the following one-line message to the above address:
"subscribe assess <your first name> <your last name> "

### CA-CR

Focuses on classroom assessment and classroom research, specifically the K. Patricia Cross/Thomas Angelo model.
List Address: listserv@nmsu.edu
To Subscribe: send the following one-line message to the above address:
"sub ca-cr <your first name> <your last name> "

### CAUSEASM

Focuses on the uses of information technology for administrative systems management, including reengineering.
List Address: mailserv@cause.colorado.edu
To Subscribe: send the following one-line message to the above address:
"subscribe CAUSEASM <your first name> <your last name> "

### CQI-L

Focuses on continuous quality improvement in higher education.
List Address: listserv@mr.net
To Subscribe: send the following one-line message to the above address:
"subscribe CQI-L <your first name> <your last name> "

### DEMING-L

A forum on the work of W. Edwards Deming.
List Address: deming-l@uhccvm
To Subscribe: send the following one-line message to the above address:
"subscribe Deming-L <your first name> <your last name> "

### GSQHE

The Graduate Student Consortium for Quality in Higher Education is a national network of graduate students with research interests in quality improvement in higher education settings.
List Address: majordomo@sils.umich.edu
To Subscribe: send the following one-line message to the above address:
"Subscribe CQI-RL <first name> <last name> "

### HORIZON LIST

Focuses on past and potential articles from the *On the Horizon* newsletter, all of which discuss emerging trends in the social, technological, economic, environmental, and political sectors and their implications for education.
List Address: listserv@unc.edu
To Subscribe: send the following one-line message to the above address:
"subscribe horizon <first name> <last name> "

**LEARNING-ORG**

Focuses on the "learning organization" concept as described by Peter Senge in *The Fifth Discipline*. The list is moderated by Richard Karash.

List Address: majordomo@world.std.com
To Subscribe: send the following one-line message to the above address:
"subscribe learning-org end"

**TeamNet-L**

TeamNet-L is sponsored by the Center for the Study of Work Teams and was created to network researchers who are interested in team topics and to facilitate discussion and collaboration within the network. People interested in joining must contact the moderator.

To Subscribe: contact Kevin Roquemore
Address: roquemor@terrill.unt.edu

**TQM-L**

This is a forum for the open discussion of all aspects of TQM concepts and how these concepts can be implemented in institutions of higher education.

List Address: listserv@ukanvm.cc.ukans.edu
To Subscribe: send the following one-line message to the above address:
"subscribe TQM-L <your first name> <your last name> <your institution>"
List Owner: Jim Clauson (615-882-4611)
E-mail Address: clauson_jr@a1.rscc.cc.tn.us

**TQMEDU-L**

Focuses on TQM in education.

List Addresses: tqmedu-l@humber.bitnet
tqmedu-l@admin.humber.on.ca
To Subscribe: send the following one-line message to the above address
"subscribe TQMEDU-L <your first name> <your last name>"

**TQMLIB**

This listserv is an information- and idea-gathering forum for librarians and others interested in applying TQM within libraries. It is not higher education-specific and includes representatives from higher education, public and specialty libraries, the military, and business.

List Address: listserv@cms.cc.wayne.edu
To Subscribe: send the following one-line message to the above address
"subscribe TQMLIB <your first name> <your last name> <your organization>"
List Owner: Barton Lessin
E-Mail Address: blessin@cms.cc.wayne.edu

## Bulletin Board Services (BBS)

Bulletin Boards are on-line information sites that require only a computer and a modem to connect.

**The Benchmarking Exchange (TBE)**

This BBS is devoted strictly to benchmarking and includes case studies dos and don'ts, 11,000 company profiles and a best-practices database.

Contact: Tom Dolan, 408-662-9800 (voice)
Annual Cost: $595 for nonassociation members; $255 for three months.
Modem Setup: 14.4 baud; 8 data bits; no parity; 1 stop bit; ANSI.
Phone Line: 408-662-9814

**Quality Online**

Similar to Prodigy and America Online, this BBS provides information on a wide variety of topics and is updated daily.

Contact: John Shoemaker
Annual Cost: $60
Modem Setup: This service requires special software that Shoemaker will provide at no cost. Once you have the software, you have limited access to the service until you become a member.
Phone Line: N/A

**TQM BBS**

This BBS covers topics such as TQM in education, government and health care; software; principles and practices; tools and techniques; case studies; TQM and ISO 9000; and many others.

Contact: Tom Glenn,
tom.glenn@tqm.permanet.org
301-565-8882 (voice)
Cost: free
Modem setup: 9600 baud; 8 data bits; no parity; 1 stop bit; ANSI.
Phone Line: 301-585-1164

## Other Information Sites

**Clemson University**
Probably the most comprehensive information site to be found on the Internet.
How to get there:
- By gopher, deming.eng.clemson.edu
- By WWW, http://deming.eng.clemson.edu/
- By FTP, deming.eng.clemson.edu (anonymous, no telnet access)

E-Mail Address for Site Contact:
kimbler@eng.clemson.edu

**Babson College**
Focuses primarily on quality in education, including descriptions of the college's and other campuses' quality initiatives.
How to get there:
- By gopher, vaxvmsx.babson.edu
- By WWW, http://vaxvmsx.babson.edu

E-Mail Address for Site Contact: tillman@babson.edu

**Higher Education Processes (HEPROC)**
This World Wide Web site provides archives on the study of faculty development, assessment, and quality.
How to get there:
- By WWW, http://www.digimark.net/educ

**Horizon Home Page**
This World Wide Web site offers past issues of the *On the Horizon* newsletter, a futures planning database, and archives of the Horizon List listserv.
How to get there:
- By WWW, http://sunsite.unc.edu/horizon

## Electronic Newsletters

**CAMPUS WATCH**
This newsletter shares news concerning effective management of information resources and technology in higher education with stories about IT related projects of note on college and university campuses. Produced by CAUSE (see **ASSOCIATIONS** section).

Address: mailserv@cause.colorado.edu
To Subscribe: send the following one-line message to the above address:
"subscribe campuswatch"

# JOURNALS AND NEWSLETTERS

The following list of periodicals is divided into two sections. The first part lists journals and newsletters that focus specifically on higher education issues related to CQI. The periodicals listed in the second part relate to CQI and/or organizational effectiveness as they affect a variety of sectors, not just education. TQM-L and AAHE's CQI-L listserv subscribers recommended many of the following resources.

## Higher Education Journals and Newsletters

***AAHE Bulletin***. American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110. 202-293-6440 (voice); 202-293-0073 (fax). Single annual subscription: $35 per year or free with membership to AAHE.

Ten issues are published per year (monthly except July and August). Article on TQM issues are often included.

***Academic Leader: The Newsletter for Deans and Department Chairs***. Magna Publications, Inc. 2718 Dryden Drive, Madison, WI 53704-3086. 800-433-0499 (voice); 608-246-3591 (voice); 608-246-3597 (fax). Single annual subscription: $73.

Monthly eight-page publication covering the challenges of working with committees, how to effect change in a resistant environment, how to work amiably and productively with faculty, when to stick to your guns and when to compromise.

***Administrator: The Source for Practical Ideas and Key Issues in Higher Education***. Magna Publications, Inc., 2718 Dryden Drive, Madison, WI 53704-3086. 800-433-0499 or 608-246-3591 (voice); 608-246-3597 (fax). Single annual subscription: $83.

Two issues are published each month providing news on such topics as fundraising, budget cuts, total quality management, diversity, and assessment.

***Assessment Update: Progress, Trends, and Practices in Higher Education***. Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104. 415-433-1767 (voice). Single annual subscription: $60.

Bimonthly publication on assessment and quality-related initiatives in higher education institutions.

***Business Officer: Newsmagazine of the National Association of College and University Business Officers***. NACUBO, One Dupont Circle, Suite 500, Washington, DC 20036. 202-861-2500 (voice). Single annual subscription: $30 of annual membership dues.

Monthly publication which occasionally offers articles on TQM, reengineering and productivity.

***CAUSE/EFFECT***. CAUSE, 4840 Pearl East Circle, Suite 302E, Boulder, CO 80301-6114. 303-449-4430 (voice); 303-440-0461 (fax); info@CAUSE.colorado.edu (internet). Single annual subscription: $24 for libraries; $48 for member institutions; and $96 for non-member institutions.

Quarterly magazine about managing and using information resources on college and university campuses. Most issues have an article relating to TQM or CQI.

***Change: The Magazine of Higher Learning***. Heldref Publications, 1319 Eighteenth Street, NW, Washington, DC 20036-1802. (202) 296-6267. Under the editorial leadership of the American Association for Higher Education (AAHE). Single annual subscription: $36 or free with membership to AAHE.

Bimonthly journal which includes five or six articles about higher education in each issue, a number of which focus on quality issues.

***The Chronicle of CQI: The Newsletter for Continuous Quality Improvement in Education***. Cornesky & Associates, Inc., 489 Oakland Park Boulevard, Port Orange, FL 32127. 800-388-8682 (voice); 904-756-6755 (fax). Single annual subscription: $69.

Eleven issues are published per year. The mission of this newsletter is to improve educational effectiveness to meet the international needs of society by providing a forum for discussion and sharing of knowledge from the boardroom to the classroom on Continuous Quality Improvement.

*Community College Journal*. American Association for Community Colleges, One Dupont Circle, Suite 410, Washington, DC 20036. 202-728-0200 (voice). Single annual subscription: $22 or free with membership to AACC.

Bimonthly magazine which focuses on community college issues, including teaching, technology, and collaboration.

*Cooperative Learning and College Teaching*. New Forums Press, Inc., P.O. Box 876, Stillwater, OK 74076. 405-372-6158 (voice). Single annual subscription: $30.

Newsletter produced three times per year with each issue at least sixteen pages in length. Includes approximately five in-depth articles per issue, dealing with such topics as the difference between cooperative and collaborative learning and the relationship of cooperative learning to other aspects of higher education such as diversity, teaching styles, and problem solving.

*Innovative Higher Education*. Human Sciences Press, Inc., 233 Spring Street, New York, NY 10013-1578. 212-620-8468/8470/8472/8082 (voice); 212-807-1047 (fax). Single annual subscription: $44.

Quarterly publication which sometimes offers chapters on TQM.

*Insights*. Brentwood, TN: The Innovation Network. 615-377-0752 (voice).

"Applying Benchmarking to Higher Education" (Three-Part Series), 1994.

Part I describes definitional aspects of benchmarking; Part II details the steps involved in benchmarking; Part III outlines how to get started and the most common mistakes to avoid.

"Higher Education in Crisis: The Case for Institutional Integrity", 1992.

Discusses the Institutional Integrity Circle: integrity of structure, leadership, process, individual, and "product."

"How Are We Doing?: Basics of Performance Improvement", 1993.

Discusses the failure of improvement efforts and how they can be traced to the absence of: comprehensive performance measures, meaningful performance standards, well-defined and communicated strategic imperatives, and a comprehensive game plan for creating change.

"Managing Institutional Change and Renewal" (Two-Part Series), 1994.

Focuses on the management of institutional change and renewal, with particular focus on assessment of an institution's willingness and abilities to accomplish meaningful change and improvement.

"The Case for Reengineering" (Three-Part Series), 1993. 615-377-0752 (voice).

A three-part publication that first details the circumstances which have created the need for reengineering and then discusses the keys to successfully implementing this technique.

*New Directions for Higher Education*. Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1342. 415-433-1767 (voice); 800-605-2665 (fax). Single annual subscription: $48.

This quarterly publication is part of the Jossey-Bass Higher and Adult Education Series. Each volume focuses on a theme, such as TQM, and begins with an introduction by the editor(s).

*New Directions for Institutional Research*. Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1310. 415-433-1767 (voice); 800-605-2665 (fax). Single annual subscription: $48.

This quarterly publication is part of the Jossey-Bass Higher and Adult Education Series. Each volume focuses on a theme, such as TQM, and begins with an introduction by the editor(s). In recent years, TQM has been a fairly frequent theme.

*On the Horizon: The Environmental Scanning Newsletter for Leaders in Education*. Institute for Academic and Professional Leadership, School of Education, The University of North Carolina at Chapel Hill, CB#3500 Peabody Hall, Chapel Hill, NC 27599-3500. 919-962-2517 (voice); morrison@unc.edu (e-mail). Single annual subscription: $24.50.

Published five times per year to provide educational leaders with discussion on emerging trends and potential developments in the social, technological, economic, environmental, and political sectors and their implications for education. Affiliated with Horizon List, the Internet listserv where discussion is focused on articles from *On the Horizon*.

*QED News*. Education Division, ASQC, 611 E. Wisconsin Avenue, P.O. Box 3005, Milwaukee, WI 53201-3005. 800-248-1946 or 414-272-8575 (voice); 414-272-1734 (fax). Single annual subscription: included with membership to ASQC ($65) and to the division ($8).

Newsletter for the ASQC Education Division whose mission is to facilitate the identification, communication, and promotion of the use of quality principles, concepts, and technologies for continuous improvement in all aspects of education.

*QHE Update: The Newsletter of the Quality in Higher Education Project*. QHE, Baker Building, UCE, Perry Barr, Birmingham B42 2SU, England. 44-21-331-6379 fax. Single annual subscription: free.

Focuses on research endeavors and their results in the area of TQM, primarily within the UK.

*Quality in Higher Education*. Carfax Publishing Company, 875-81 Massachusetts Avenue, Cambridge, MA 02139. Institutional rate: $148. Personal rate: $48.

This is a relatively new international refereed journal aimed at those interested in the theory, practice and policies relating to the control, management, and improvement of quality in higher education.

*Redesign: Higher Education Delivery Systems for the Twenty-First Century*. State Higher Education Executive Officers, 707 17th Street, Suite 2700, Denver, CO 80202-3427. 303-299-3627 (voice); 303-296-8332 (fax). Single annual subscription: free.

This publication's major purpose is to promote networking among the States through stimulating exchange on issues facing higher education. It is published two to three times per year.

*TQM in Higher Education*. Magna Publications, Inc., 2718 Dryden Drive, Madison, WI 53704-3086. 800-433-0499 or 608-246-3591 (voice). Single annual subscription: $129.

Monthly publication with sections covering TQM in the classroom, TQM tools and techniques, innovators, and resources. The table of contents for each issue of this publication from January 1992 through December 1994 follows this section on journals and newsletters.

## Journals and Newsletters on CQI

(not specific to higher education)

*At Work: Stories of Tomorrow's Workplace*. Berrett-Koehler Publishers, Inc. and Designed Learning, Inc., 155 Montgomery Street, San Francisco, CA 94104-4109. Single annual subscription: $75.

Published bimonthly as a source of new ideas, practical guidance, and inspiration for all who wish to achieve more congruence between their values and their work and to create more healthy, ethical, and effective organizations and workplaces.

*The Center for Quality Management Journal*. The Center for Quality Management, 150 Cambridge Park Drive, Cambridge, MA 02140. 617-873-2152 (voice). Single annual subscription: $70.

This publication was established to capture and disseminate TQM experience in print, especially through the use of case studies. Its contents cover business, industry, and education.

*Continuous Improvement Monitor International*. Center for Applied Research in Education, University of Texas-Pan American, 1201 West University Drive, ED 114, Edinburg, TX 78539, 210-381-33415 (voice).

A peer-reviewed, electronic journal published three times per year. There is a companion hard-bound edition published simultaneously by the University of Texas Pan American Press.

*Continuous Journey: The Magazine for Continuous Improvement*. American Productivity & Quality Center, 123 North Post Oak Lane, Suite 300, Houston, TX 77024-7797. 800-366-9606 or 713-681-4020 (voice). Single annual subscription: $75 or included with membership to American Productivity & Quality Center.

Bimonthly journal featuring different components of CQI, such as teams, in each issue.

*The CQM Voice*. The Center for Quality Management, 150 Cambridge Park Drive, Cambridge, MA 02140. 617-873-2152 (voice). Single annual subscription: free (distributed with other resource mailings).

Newsletter to promote networking of CQM members and sharing of resources.

*Executive Excellence: The Magazine of Leadership Development, Managerial Effectiveness, and Organizational Productivity.* Executive Excellence Publishing, 3507 North University, Suite 100, Provo, UT 84604. 800-331-7716 or 801-377-1888 (voice). Single annual subscription: $129.

The mission of this monthly publication is to promote personal and organizational leadership development based on constructive values, sound ethics, and timeless principles.

*Harvard Business Review*. Subscription Service, P.O. Box 52623, Boulder, CO 80322-2623. 800-274-3215 (voice). Single annual subscription: $75.

As a bimonthly journal for professional managers, the *Harvard Business Review* is a widely read and respected publication of the Graduate School of Business Administration at Harvard University.

*The Journal for Quality and Participation*. Association for Quality and Participation, Subscription Services, 801-B West 8th Street, Suite 501, Cincinnati, OH 45203. 800-733-2060 or 513-381-1959 (voice); 513-381-0070 (fax). Single annual subscription: $52 or included with membership to AQP.

Published seven times per year in the interest of expanding the knowledge and practice of quality, leadership, employee involvement and other participative processes among subscribers.

*Managing Diversity*. Jamestown Area Labor Management Committee, Inc., P.O. Box 819, Jamestown, NY 14702-0819. 716-665-3654 (voice). Single annual subscription: $99.50.

Monthly publication which discusses the impact of the growing diversity of today's workforce on human resources management.

*National Productivity Review*. John Wiley & Sons, Inc., 605 Third Avenue, New York, NY 10158-0228. 800-825-7550 (voice); 212-850-6135 (fax). Single annual subscription: $175.

Quarterly publication written by and for leaders of organizational-quality and productivity-improvement efforts in the private and public sectors, offering in-depth articles and current case studies detailing quality programs that work.

*Personal Excellence: The Magazine of Life Enrichment*. Executive Excellence Publishing, 3507 North University, Suite 100, Provo, UT 84604. 800-331-7716 (voice). Single annual subscription: $70.

This monthly publication promotes personal and professional development based on constructive values, sound ethics, and timeless principles.

*Quality Digest*. QCI International, P.O. Box 882, Red Bluff, CA 96080. 800-527-8875 (voice); 916-527-6983 (fax); Qualitydig@aol.com (Internet). Annual subscription: $75.

Monthly magazine includes articles on quality management related to all sectors of society, as well as book reviews and event updates.

*The Quality Executive: The Newsletter of Performance Improvement*. B&B Press, Box 23265, Pittsburgh, PA 15222. 412-363-9884 (voice); 412-363-9827 (fax). Single annual subscription: $105.

Monthly publication primarily geared toward business.

*Quality Management Journal*. American Society for Quality Control, 611 E. Wisconsin Avenue, P.O. Box 3005, Milwaukee, WI 53201-3005. 800-248-1946 or 414-272-8575 (voice); 414-272-1734 (fax). Single annual subscription: $50 for members; $60 for nonmembers.

Quarterly publication created to link the efforts of academic researchers and quality management practitioners by providing a forum for communicating and discussing research findings.

*Quality Progress*. American Society for Quality Control, P.O. Box 3005, Milwaukee, WI 53201-3005. 800-248-1946 or 414-272-8575 (voice); 414-272-1734 (fax). Single annual subscription: $65 or included with membership to ASQC .

Monthly publication which, each year, devotes one of the fall issues to quality in higher education.

***SPC Ink***. Statistical Process Controls, Inc., 5908 Toole Drive, Suite C, Knoxville, TN 37919. 615-584-5005 (voice); 615-588-9440 (fax). Single annual subscription: free within the U.S.

Topics of this quarterly publication have included community quality councils, the importance of documentation, and a comparison of the old and new ways of management.

***The Systems Thinker: Building Shared Understanding***. Pegasus Communications, Inc., Order Department, P.O. Box 120, Kendall Square, Cambridge, MA 02142-0001. 617-576-1231 (voice); 617-576-3114 (fax). Single annual subscription: $147.

This newsletter is published ten times per year and includes case studies of systems thinking implementation, columns by leading system thinkers, software and book reviews, "systems stories," and a calendar of workshops and events.

***Training: The Human Side of Business***. Lakewood Publications, Inc., Lakewood Building, 50 S. Ninth Street, Minneapolis, MN 55402. 612-333-0471 (voice); 612-333-6526 (fax). Single annual subscription: $68.

Monthly publication which frequently prints feature-length articles on TQM, teams, and other issues related to CQI.

***Training & Development***. American Society for Training & Development, Inc., 1640 King Street, Box 1443, Alexandria, VA 22313-2043, (703) 683-8100. Single annual subscription: $75 or included with membership to ASTD.

Many of the articles in this monthly publication relate to TQM or aspects of it, such as teamwork, learning organizations, and empowerment.

# QUALITY AWARD PROGRAMS

On the national level, the Malcolm Baldrige National Quality Award has evolved in recent years to incorporate education as an award category with its own criteria, application, and evaluators. On the state and local levels, quality awards patterned after the Baldrige increasingly involve educational organizations, too. This section of the *Roadmap* lists and briefly describes the Educational Pilot Program of the national Baldrige Award, as well as the state "baby Baldrige" awards that are currently active. The following information is courtesy of the Education Pilot Program of the National Institute of Standards and Technology.

## National Government Award

***Malcolm Baldrige National Quality Award.*** Education Pilot Program, National Institute of Standards and Technology, Route 270 and Quince Orchard Road, Administration Building, Room A537, Gaithersburg, MD 20899-0001. 301-975-2036 (voice); 301-948-3716 (fax).

The Malcolm Baldrige National Quality Award (Baldrige Award) was established as an award for businesses in 1987 through legislation. In 1994 and 1995 the Education Pilot Program was launched to address the many issues of extending eligibility for the Baldrige Award to education. As a result of this pilot, Congress is currently (summer 1995) reviewing a bill for an award program for educational institutions that would run parallel with the Baldrige Award for businesses.

## State Awards

**Arizona.** Arizona Quality Alliance, 13 North MacDonald, Suite 535, Mesa, AZ 85201. Contact: Mr. Dennis Sowards, Executive Director, 602-655-1948 (voice); 602-655-8089 (fax).

The ***Pioneer Award*** is patterned after the Baldrige and emphasizes efforts more than results. All sectors compete in the same categories: 1) small (1-99), 2) medium (100-499), and 3) large (500 or more). There is no limit to the number of winners, which are selected from all sectors (e.g., private, public, non-profit--including education and healthcare, state, and federal government). It requires a 35-page application and a four-hour interview with CEOs instead of site visits.

The ***Governor's Award for Quality*** allows an 85-page application and uses the Baldrige Criteria of the previous year. There are site visits for this award level. Recipients receive their awards at the Governor's Quality Conference in the fall.

**California.** California Council for Quality & Services, P.O. Box 880774, San Diego, CA 92168. Contact: Thomas D. Hinton, President, 619-491-3050 (voice); 619-491-3055.

The ***Eureka Award*** is administered for California-based companies and their employees. The Eureka Award, a state-wide quality award based on the Malcolm Baldrige National Quality Award criteria, recognizes California-based service companies, non-profit organizations, government entities, and educational institutions that have achieved quality excellence. The Eureka Award has three award levels: bronze, silver and gold.

**Connecticut.** Connecticut Award for Excellence, P.O. Box 67, Rocky Hill, CT 06067. Contact: Mr. Ernest J. Nagler, Project Facilitator, 800-392-2122 (voice); 203-258-4359 (fax).

The ***Connecticut Award for Excellence (CAFE)*** is modeled after the Baldrige Award. The eligibility sectors are: business (service and manufacturing); education (K-12, colleges); government (state and local); and healthcare. Within each sector, the Award categories are subdivided into small/medium (300 or less) and large (300+) organizations. No limits to the number of awards that may be given.

**Florida.** Florida Sterling Council, Governor's Sterling Award Office, Room 313, Carlton Building, Tallahassee, FL 32399-0001. Contact: John Pieno, Chairman, 904-922-5316 (voice); 904-488-9578 (fax).

The ***Governor's Sterling Award*** was established in 1992. There are no limits on the number of Awards to be given. It is based on the Baldrige criteria. The categories are: 1) private manufacturing; 2) private service; 3) education; 4) health care; and 5) public-sector organizations.

**Maryland**. Maryland Center for Quality & Productivity, College of Business & Management, University of Maryland, College Park, MD 20742-7215. Contact: Amit Gupta, 301-405-7099 (voice); 301-314-9119 (fax).

The ***Maryland Excellence Award*** began in 1994. The two Award categories are education and small business.

**Massachusetts**. Massachusetts State Quality Award, 3 Robinson Drive, Bedford, MA 01730. Contact: Jerold Christen, Executive Director, 617-275-1200 (voice); 617-275-1958 (fax).

The ***Massachusetts Quality Award*** is modeled after the Malcolm Baldrige National Quality Award. The categories include: service, manufacturing, small business (200 full-time employees or less), and non-profit (government, educational, healthcare, and social service). There are two awards available in each category. There will be no award in 1995; however, applications for the 1996 Award will be available in April 1995 and due in October 1995. The award will be announced in April 1996. A three-tiered system is planned for 1996: 1) Assessment Recognition, 2) Examination Recognition, and 3) the State Award.

**Maine**. Maine Quality Center, Margaret Chase Smith Library, Norridgewock Avenue, P.O. Box 3152, Skowhegan, ME 04976. Contact: Nancy Werner, 207-685-3004 (voice).

The ***Maine Quality Award*** is modeled after the Malcolm Baldrige National Quality Award. Any for-profit or non-profit organization or appropriate subsidiary may apply. Awards are considered in three categories: large manufacturers and large service organizations (100 or more employees), small manufacturers and small service organizations (fewer than 100 employees), and a not-for-profit category (no size qualification).

**Michigan**. Michigan Quality Council, Oakland University, 525 O'Dowd Hall, Rochester, MI 48309-4401. Contact: William Kalmar, Director, 810-370-4552 (voice); 810-370-4202 (fax).

The ***Michigan Quality Leadership Award*** is based on the Baldrige Award. The Michigan Award categories include: manufacturing, service, healthcare, education, public sector, and small enterprise. Any organization in existence for at least one year may apply.

**Minnesota**. Minnesota Council for Quality, 3850 Metro Drive, Suite 633, Bloomington, MN 55425. Contact: Carol Gabor, Director, Minnesota Quality Award, 612-851-3181 (voice); 612-851-3183 (fax).

The ***Minnesota Quality Award*** is based on the Baldrige Criteria. Award categories are: manufacturing, service, small business, and education. Up to two Highest Achievement Awards may be given each year in each of the four award categories.

**Missouri**. Excellence in Missouri Foundation, Harry S. Truman State Office Building, Room 620, 301 West High Street, P.O. Box 1085, Jefferson City, MO 65102. Contact: John Politi, President, 314-526-1725 (voice); 612-851-3183 (fax).

The ***Missouri Quality Award*** is patterned after the Malcolm Baldrige National Quality Award. Award categories are manufacturing, service, health care, education, and public sector with non-profit eligible in any of these categories. Awards may be presented in the following size classes by number of employees: 1) 0-99; 2) 100-499; and 3) 500+. Modest fees are collected to cover some of the examination and site visit costs.

**Nevada**. Quality & Productivity Institute, P.O. Box 93416, Las Vegas, NV 89193-3416. Contact: Miriam Hillson, 702-798-7292 (voice); 702-798-8653 (fax).

The ***Senate Productivity Award*** was modeled after the Virginia Award and in 1991 began incorporating some of the elements of the Baldrige criteria and is now modeled heavily after the Baldrige Award. Privately-held or publicly-owned organizations located in Nevada are eligible. There are seven award categories: education, government, health and medical services, manufacturing and mining, non-profit, resort and travel, and service and retail. However, awards are not chosen by category. Finalists and medalists are not judged by category but by an absolute standard. Awards are presented by the two U.S. senators from Nevada at a special banquet held in April.

**New Jersey**. New Jersey Quality Achievement Award, Mary G. Roebling Building, CN 827, Trenton, NJ 08625-0827. Contact: Ed Nelson, Executive Director of Operations, 609-777-0939 (voice); 609-777-2798 (fax).

The ***New Jersey Quality Achievement Award*** is patterned after the Baldrige Award and was initiated in 1993. Award categories are manufacturing, service, small business, education, and government.

**New Mexico**. Quality New Mexico, 320 Gold, SW, Suite 1218, Albuquerque, NM 87102. Contact: Michael D. Silva and Glenn Walters, Award Co-Administrators, 505-242-7903 (voice); 505-242-7940 (fax).

The ***New Mexico Quality Award*** program has a tiered award structure. This approach is being used to encourage the many organizations who are at the beginning of their quality journey. Level 1, Pinon Award (Commitment) requires a description of how the organization is approaching the development of an organizational quality system and any results achieved. Applicants must address each of the seven Baldrige categories. Level 2, Roadrunner Award (Progress) requires a description of its quality system development, implementation, and results achieved. Applicants address each of the items (28) in the Baldrige Criteria. Level 3, Zia Award (Excellence) requires a description of the business and executive commitment, plus a description of how all of the Baldrige Criteria are applied. Trend data and results achieved must be presented. Threshold scores are established for each level. Any public or privately-held organization of any size located in the state of New Mexico may apply for an Award.

A second awards program is called ***Quality Hero***. A Quality Hero is an individual from anywhere in the state who has been "caught in the act" of providing outstanding quality service. Trained volunteers, known as Champions, identify and recognize individuals. Several items are provided to a Quality Hero, including a certificate from the Governor and both U.S. Senators.

**New York**. New York State Department of Labor, Office of Labor Management Affairs, Harriman State Office Campus, Building 12, Room 540A, Albany, NY 12240. Contact: 518-457-6747 (voice); 518-457-0620 (fax).

The ***Governor's Excelsior Award*** is modeled after the Malcolm Baldrige National Quality Award. It includes awards for public-sector agencies and educational institutions as well as private-sector companies. It places an emphasis on human resource development and labor-management cooperation. Two awards in each of three sectors: 1) private (1-100 - small; 101+ - large); 2) public (1-500 - small; 501+ - large); and 3) education (1-500 - small; 500+ - large). The first awards were presented in May 1992.

**North Carolina**. North Carolina Quality Leadership Award, 4904 Professional Court, Suite 100, Raleigh, NC 27609. Contact: Mette Leather, Acting Director, Recognition Programs, 919-872-8198 (voice); 919-872-8199 (fax).

The ***North Carolina Quality Leadership Award*** is modeled after the Malcolm Baldrige National Quality Award and uses the previous year's Baldrige Criteria and training materials. There are seven categories: 1) education, 2) large manufacturing, 3) large service, 4) medium manufacturing, 5) medium service, 6) small manufacturing, and 7) small service. An honor roll also recognizes applicants who have demonstrated continuous quality improvement through implementation and deployment of prevention-based management and quality systems. The Award levels for education are: 1) World Class, 2) Continuous Improvement, and 3) Pioneer.

**Oregon**. Oregon Quality Award, One World Trade Center, 121 S.W. Salmon, Suite 1140, Portland, OR 97204. Contact: Timothy Dedlow, Program Manager, 503-224-4606 (voice); 503-224-5435 (fax).

The ***Oregon Quality Award*** is patterned after the Baldrige Award. It requires applicants to complete a self-assessment to identify strengths and areas needing improvement. Award categories are private sector manufacturing, private sector service, education, healthcare, and government. Organizations of all sizes are eligible for the Award. There is no limit to the number of awards per year. The organization judged best of all the applicants that qualify for the Oregon Quality Award is evaluated against a superlative level of quality performance standards. If the standards are met, this organization receives the ***Governor's Award for Quality***.

**Pennsylvania.** Office of the Executive Director, Pennsylvania Quality Leadership Foundation, Inc., P.O. Box 4129, Harrisburg, PA 17111-0129. Contact: Beverly M. Centini or Sam Garula, 717-561-7100 (voice); 717-561-7104 (fax).

The ***Pennsylvania Quality Leadership Award*** categories include large manufacturing, small manufacturing, large service, and small service organizations. Any publicly or privately held organization of any size, located in Pennsylvania, may apply. This includes, but is not limited to, state, local and national government agencies, academic institutions, hospitals, healthcare units, financial institutions, service and manufacturing, religious and non-profit organizations. This Award is patterned after the Malcolm Baldrige National Quality Award. The first Pennsylvania Quality Leadership Awards were awarded in 1994. There are three levels of Awards: 1) Cornerstone Award; 2) Keystone Award; and 3) Governor's Award.

**Tennessee.** Tennessee Quality Award Office, 2233 Highway 75, Suite 1, Blountville, TN 37617-5840. Contact: Marie B. Williams, Executive Director, 800-453-6474 or 615-279-0037 (voice); 615-279-0978 (fax).

The ***Tennessee Quality Award*** is modeled after the Baldrige but with a multi-level approach. Simplistically, the levels translate to beginning, intermediate, advanced and the ***Governor's Quality Award*** (Tennessee's version of world class quality). The four award levels of the "Staircase to Quality" are as follows: "Quality Interest" (Level 1) is the starting level for organizations completing the basic elements associated with quality awareness and understanding. "Quality Commitment" (Level 2) is the intermediate level. These organizations have advanced from the knowledge and skills gained from their initial steps toward total quality improvement and progressed to a point of serious commitment. "Quality Achievement" (Level 3) is an advanced level of participation for organizations who have demonstrated, through their commitment and practice of quality principles, significant progress in building sound and notable processes deserving recognition. "Governor's Quality Award" (Level 4) organizations have demonstrated, through their practices, the highest level of quality excellence. All applicants receive a comprehensive feedback report. There is no limit to the number of winners at any level. Awards are presented by the Governor at an awards banquet held in October of each year.

**Texas.** Quality Texas, P.O. Box 684157, Austin, TX 78768-4157. Contact: Cynthia Wisehart, Award Administrator, 512-477-8137 (voice); 512-477-8168 (fax).

The ***Texas Quality Award*** is open to all businesses, state and local government agencies, non-profit organizations, and educational institutions located in Texas. The categories (small - less than 100 employees and large - more than 100 employees) have been developed for the following types of organizations: 1) industrial organizations; 2) service organizations; 3) government/non-profit; 4) K-12 education; and 5) higher education. The Award is patterned after the Malcolm Baldrige National Quality Award. The first Awards were presented in April 1994.

**Washington.** Department of Labor and Industries, 901 North Monroe, Suite 100, Spokane, WA 99201. Contact: Lois Quinn, 509-324-2534 (voice); 509-324-2636 (fax).

The first ***Washington Quality Awards*** were in 1994. There are four Award categories, each having an award for large (200+ employees) and small (less than 200 employees). The categories are: 1) manufacturing; 2) service; 3) government and education; and 4) not-for-profit. Any company, institution, government department or agency, or non-profit organization operated in Washington can apply.

# SOFTWARE

The following software products have been selected on the basis of recommendations from higher education practitioners successfully using these products in their CQI programs. The descriptions that follow each entry are taken from the company's marketing literature or are courtesy of the 1995 *Quality Progress* "Directory of Software for Quality Assurance and Quality Control" (see ASQC, listed under **ASSOCIATIONS**, for contact information). Product prices reflect the spring 1995 single user license list price, unless noted otherwise. However, university and college bookstores often offer much lower prices to their employees and students. [An asterisk (*) at the end of a product's name indicates that its description is reprinted with permission from the American Society for Quality Control.]

## Related Articles and Directories

"Directory of Software for Quality Assurance and Quality Control," *Quality Progress*.
Each year, the March issue offers information on more than 500 software packages.

Gunter, Bert. "Choosing and Using Statistical Software" (3-part series), *Quality Progress*.
"Part 1: Choosing and Using Statistical Software," August 1993, pp. 135-145.
"Part 2: Compatibility and Friendliness," October 1993, pp. 139-144.
"Part 3: Features," December 1993, pp. 125-127.

## Software Products

*ABC Flowcharter 4.0 (includes ABC Toolkit)*. * Micrografx, Inc., 1303 East Arapaho, Richardson, TX 75081. 800-733-3729 or 214-234-1769 (voice); 214-994-6475 (fax). Cost: $299 (with education discount); $100 for upgrade from either ABC Flowcharter or ABC Toolkit (with education discount).

*ABC Flowcharter*–Provides the tools for creating process diagrams, developing system designs and work flows, planning networks, defining program requirements, and documenting auditing procedures.
*ABC Toolkit*–Visual tools for process modeling and analysis. Includes process mapping/deployment flowcharting; activity-based process cost analysis; processing rules/business issues; cycle time analysis; pareto analysis; control charts; cause-and-effect analysis; among others. System Requirements: 386(with Windows 3.X or higher); hard disk drive; 8 MB RAM; and VGA monitor or better. Available on 3.5" disks.

*allCLEAR*.* CLEAR Software, Inc., 385 Elliot Street, Newton, MA 02164. 800-338-1759 or 617-965-6755 (voice); 617-965-5310 (fax). Cost: $149 (with education discount).

Users can obtain professional-quality flowcharts, organizational charts, and decision trees without drawing a single line. Software is automatic, yet versatile enough to fully customize diagrams. Can generate multilevel charts and multipage diagrams with automatic page connectors. System Requirements: 386 (Windows 3.X or higher); hard disk drive; 4MB RAM; and VGA monitor or better. Available on 3.5" disks.

*ClarisImpact*. Claris Corp., Box 526, Santa Clara, CA 95052. 800-325-2747 (voice); 408-987-7563 (fax). Cost: $129 (with education discount).

Creates and manages business graphics. Integrates a broad spectrum of pre-designed business charting and diagramming tools, editing capabilities, and word processing and presentation features. Create, edit and customize organization, data, flow, timeline, and table charts. Available only for Macintosh users at this time but expect Windows version to be available during summer 1995. System Requirements: Macintosh Plus, Centris, Classic, LC, SE, Performa, PowerBook, II or Quadra family, hard disk drive, 4MB RAM, system software 6.0.7 or higher.

*Excel*. Microsoft Corporation, One Microsoft Way, Redmond, WA 98052-6393. 800-426-9400 (voice); 206-936-7329 (fax). Cost: $100 (with education discount).

Spreadsheet program for data analysis and presentation of data in the form of charts and tables. System Requirements for Windows: 286 or higher, hard disk drive with 15MB of space, 4MB RAM, MS-DOS operating system version 3.1 or higher, Microsoft Windows operating system version 3.1 or higher, 3.5" or 5.25" disk drive, and EGA or better monitor. System Requirements for Macintosh: 68020 or higher processor, hard disk drive with 10MB of space, 4MB RAM, System 7 operating system or higher, 1.4MB disk drive, and any Macintosh-compatible monitor.

*Flow Charting.** Patton & Patton Software Corp., 485 Cochrane Circle, Morgan Hill, CA 95037. 800-525-0082 or 408-778-6557 (voice); 408-778-9972 (fax). Cost: $199 for Windows; $149 for DOS. Do not offer educational discounts; however, retailers might.

Auditing, ISO 9000, and management software. Available as *Flow Charting 4 for Windows* or *Flow Charting 3 for DOS*. System Requirements for Windows: 386 or higher (with Windows); hard disk drive; 4 MB RAM; and VGA monitor or better. Available on 3.5" or 5.25" disks. System Requirements for DOS: XT, 286 or higher; hard or floppy disk drive; 1.5MB RAM; CGA, EGA,or VGA monitor; and PC DOS or MS DOS. Available on 3.5" or 5.25" disks.

*JMP Software.** SAS Institute Inc., SAS Campus Drive, Cary, NC 27513. 919-677-8000 (voice); 919-677-8123 (fax). Cost: $229 (with education discount).

Offers statistical data exploration and experimentation in an easily understood graphical environment. Data tables are presented in spreadsheet form and are linked to related graphs and charts. Offers advanced statistics capabilities, DOE, and quality improvement tools. System Requirements: Power PC, Macintosh; hard or floppy disk drive; 4MB RAM; and monochrome or better Macintosh monitor. Available on 3.5" disks.

*JUSE-QCAS.* Process Systems Company, Inc., 2382 Cheyenne Lane, Lawrenceville, GA 30244. 404-339-3983 (voice); 404-339-4383 (fax). Cost: $290 for package of all three modules.

*JUSE-QCAS-Seven QC Tools*–Set of quality control tools to help the user determine and monitor processes' quality levels in manufacturing, service, and health care. The seven tools can handle nonnormal data, cost analysis, fishbone diagrams, and macro function.

*JUSE-QCAS II-DOE*–Designed specifically for nonstatisticians and tailored to manufacturing, service, health care, and R&D. Includes features such as Taguchi arrays, full factorial, ANOVA, and hypothesis.

*JUSE-QCAS III-Regression Analysis*–Performs multiple, polynomial, stepwise, and general method regression analysis; best-degree fitting; time-series plot; and ANOVA. Can be used in quality control and forecasting.

System Requirements: 286 or higher; 565KB RAM; hard or floppy disk drive; 4 MB RAM; monochrome, CGA, EGA or VGA monitor; DOS. Available on 3.5" or 5.25" disks. Windows version expected in near future. No expectations for Macintosh version.

*Macromedia Freehand.* 800-326-2128 (voice). Must be purchased through educational retailer (i.e., college bookstore). Cost: $149.

Tool for design and illustration. System Requirements for Windows: 486 or higher, Windows 3.1 and DOS 5.0 or higher, hard drive with 20MB of available space, 8MB RAM, and VGA or better monitor. System Requirements for Macintosh: Macintosh IIci or better, System 6.0.7 or higher, hard disk drive with 25MB available space, 5MB RAM, and color monitor.

*MacProject Pro.* Claris Corp., Box 526, Santa Clara, CA 95052. 800-325-2747 (voice); 408-987-7563 (fax). Cost: $179 (with education discount).

This project management software program allows users to set and update schedules, allocate resources, and manage complex workloads. Gives users control of project schedules, budgets, personnel and resources. For Macintosh systems only. System Requirements: Macintosh Plus, Centris, Classic, LC, SE, Performa, PowerBook, II or Quadra family, hard disk drive, 4MB RAM, System 6.0.5 or higher, and Macintosh-compatible monitor.

*MetaDesign.** Meta Software Corp., 125 Cambridge Park Drive, Cambridge, MA 02140. 800-227-4106 or 617-576-6920 (voice); 617-661-2008 (fax). Cost: $149 (includes education discount).

Users can produce diagrams, flowcharts, and organizational charts. Using hierarchical structuring, relationships between objects or groups of objects are quickly defined. Connected shapes stay connected even when moved or resized. Features a control ribbon and icon bar. System Requirements: 386 or higher (with Windows) or Macintosh; hard disk drive; 4MB RAM; and monochrome, EGA, or VGA monitor.

***MINITAB Statistical Software.**** MINITAB Inc., 3081 Enterprise Drive, State College, PA 16801. 814-238-3280 (voice); 814-238-4383 (fax). Cost: $495 for full professional version or $50 for student version (directly from MINITAB with education discount); full professional version usually sold for less than $200 at most college and university bookstores.

Software package for data analysis and presentation. It operates from menus or command lines and features more than 200 statistical functions that operate on data in row-by-column work sheets. System Requirements for Windows: 386 or higher (with Windows); hard disk drive; 4MB RAM (6MB recommended); and VGA or better monitor. Available on 3.5" or 5.25" disks. System Requirements for Macintosh: System 7 or higher; 6MB RAM; hard disk drive with 19MB of space, and math coprocessor.

***Persuasion.*** Douglas Stewart Company, 2402 Advance Road, Madison, WI 53704. 800-279-2003 (voice); 608-221-5217 (fax). Cost: $99 (with academic discount).

Software designed for conceptual and data-intensive presentations. Creates output for 35mm color slides, overheads, and on-screen presentations, complete with printed speaker notes and audience handouts. Includes more than eighty chart formats for illustrating numerical data. System Requirements for Windows: 386 or higher; Windows 3.1 or higher; 4MB RAM; 12MB hard drive space; VGA display card. Macintosh Requirements: 68020 or higher; system 7.0 or higher; 4MB RAM; 14MB hard drive space.

***Powerpoint.*** Microsoft Corporation, One Microsoft Way, Redmond, WA 98052-6393. 800-426-9400 (voice); 206-936-7329 (fax). Cost: $109 (with education discount).

Presentation graphics program used to create effective overheads, on-screen electronic presentations, high-quality 35-mm slides, speaker's notes, audience handouts, and outline pages. System Requirements for Windows: 386 or higher, DOS 3.1 or higher, high-density disk drive, and VGA or better monitor. System Requirements for Macintosh: 68020 or higher, System 7 or higher, had disk drive with 14MB available, and Macintosh-compatible monitor.

***QIP Templates.*** Center for Continuous Quality Improvement, Milwaukee Area Technical College, 700 West State Street, Milwaukee, WI 53233. 414-297-7806 (voice); 414-297-7764 (fax). Cost: free.

The templates are meant to be utilized as an aid to quality process improvement and were originally developed by MATC to assist users at their own campuses. Includes completed examples of affinity and tree diagrams. Available for Macintosh only. System Requirements: MacDraw and MORE 3.0 software.

***RFFlow.*** RFF Electronics, 1053 Bryan Court, Loveland, CO 80538. 303-663-5767 (voice); 303-669-4889 (fax). Cost: $96.75 (with education discount).

A drawing tool for flowcharts, organization charts, data flow diagrams, and other forms of charts. System Requirements: Windows 3.1 or higher.

***SAS.*** SAS Institute Inc., SAS Campus Drive, Cary, NC 27513. 919-677-8000 (voice); 919-677-8123 (fax). Cost: $2310 for first-year lease for five workstations; $1735 for renewal-year lease for five workstations (with academic discount). Fees increase as number of workstations increases.

Software suite containing hundreds of applications for the functioning of a business, including: information to support strategic decision making; report writing; financial analysis; market research; project management; data visualization; network and systems management; laboratory, guided, and clinical trials analysis; and quality improvement. System Requirements for Windows: 386 or higher; math coprocessor; DOS 5.0 or higher; Windows 3.1 or higher; 8MB RAM; hard disk space requirements vary depending upon modules installed; VGA or higher. System Requirements for Macintosh: 68020 or higher; floating point math coprocessor; CD-ROM; system 7.5 or higher; 8MB RAM; hard disk space requirements vary depending upon modules installed.

***SPC EXpert.**** Quality Software Designs, Inc., 933 East Stroop Road, Kettering, OH 45429. 513-293-8393 (voice and fax). Cost: 40 (free to academic organizations).

Produces attribute and variable control charts, histograms, scatter diagrams, Pareto charts, multiple stacked bar, and regression and capability statistics. System Requirements: XT, 286, 386, 486; 400 K RAM; hard disk drive; 2.5 MB RAM for program; monochrome, CGA, EGA, VGA; PC DOS or MS DOS; network version available; on 3 1/2 in. and 5 1/4 in.

*SPSS*. SPSS, Inc., 444 North Michigan Avenue, Chicago, IL 60611. 800-543-2185 or 312-329-2400 (voice); 312-329-3668 (fax). Cost: $495 (with education discount).

SPSS products offer a wide range of data management and statistical options, including frequencies, descriptives, cross tabulations, comparison of means, correlations, and regression. The graphing capabilities include a variety of charts, histograms, and scatterplots. System Requirements for SPSS Base for Windows: 386 or higher; 8MB of RAM; hard disk with at least 16MB of space; Windows 3.1 or higher; DOS 3.1 or higher; mouse; and VGA monitor or Hercules graphics card. System Requirements for SPSS/PC+ for DOS: 286 or higher; 2MB of RAM; DOS 3.0 or higher; hard disk with at least 11MB of space; and monochrome or better monitor.

*SYSTAT*. SPSS Inc., 444 North Michigan Avenue, Chicago, IL 60611. 800-543-2185 or 312-329-3500 (voice); 312-329-3668 (fax). Cost: $695.

Statistics and graphics for scientific researchers. System Requirements for SYSTAT Base 5.0 for Windows: 386 or higher; Windows 3.1 or higher; DOS 3.1 or higher; 4MB of RAM; hard disk with 8MB of space; mouse; and VGA monitor or Hercules graphics card. System Requirements for SYSTAT 6.0 for DOS: 286 or higher; DOS 3.3 or higher; 4MB RAM; and hard disk with 6MB of space.

*TeamFlow*.* CFM, Inc., 60 The Great Road, P.O. Box 353, Bedford, MA 01730-0353. 800-647-1708 or 617-275-5258 (voice); 617-275-7008 (fax). Cost: $295 (academic institutions receive two for the normal retail price of one at $295).

Allows users to manage business process reengineering details with the integrated word processor. Combines organizational chart, process flowchart, and Gantt chart in one application. Features include simple drag-and-drop design; dynamic screen redraws lines as changes are made for what-if modeling; cost and scheduling are linked to process elements with automatic Gantt chart generation; and it imports/exports to other programs. System Requirements: Windows-based machines or Macintosh; hard or floppy disk drive; 4MB RAM; and any monitor. Available on 3.5" disks.

# TOOLS

This section is an introduction to the many tools that support the data-driven processes of CQI. It begins with those specifically written for higher education practitioners. The remaining subsections reference tools commonly used in CQI and TQM implementation.

## CQI Tools for Higher Education

Bush, Robert E. and Betty J. Bush. "Schoolhouse of Quality." In Dean L. Hubbard (Ed.), *CQI: Making the Transition to Education* (pp. 336-353). Maryville, MO: Prescott Publishing, 1993.

This chapter describes how the "House of Quality," a Quality Function Deployment (QFD) technique used in industry, can be used in relation to the educational issue of curriculum redesign.

Collett, Casey. "QI Tools for Planning Instruction, Developing Courses, and Administrative Processes." In John W. Harris and J. Mark Baggett (Eds.), *Quality Quest in the Academic Process* (pp.53-61). Birmingham, AL: Samford University and GOAL/QPC, 1992.

The author presents a seven-step method for improving processes as well as a Quality Improvement tool to be used at each step.

Ewell, Peter T. "Longitudinal Student Databases: A Critical Tool for Managing Quality in Higher Education." In John W. Harris and J. Mark Baggett (Eds.), *Quality Quest in the Academic Process* (pp. 37-51). Birmingham, AL: Samford University and GOAL/QPC, 1992.

TQM represents an important new metaphor for change, and longitudinal databases a critical tool for realizing its potential. The purpose of this chapter is to explore this potential by: (a) noting the particular conceptual benefits of applying TQM concepts to managing enrollments and the resulting need for new kinds of information; (b) specifying the requisites and structure of an appropriate institutional database; and (c) demonstrating some potential applications and benefits of this approach through example.

*The Memory Jogger for Education: A Pocket Guide of Tools for Continuous Improvement in Schools*. Methuen, MA: GOAL/QPC, 1992.

This pocket-size booklet details the data-driven tools that help educators address and improve identified processes as part of their Total Quality Management efforts.

Peachy, Burt and Daniel T. Seymour. "Voice of the Customer: Using QFD as a Strategic Planning Tool." In Dean L. Hubbard (Ed.), *CQI: Making the Transition to Education* (pp. 243-263). Maryville, MO: Prescott Publishing, 1993.

Describes how QFD can be used to improve performance in higher education institutions as it has in the business sector. QFD is "a strategic tool that enables an organization to capture customer's expectations and to translate those expectations into organizational language and action."

SEE ALSO:

Ermer, Donald S. "Using QFD Becomes an Educational Experience for Students and Faculty" under **CAMPUS DOCUMENTS** for the University of Wisconsin-Madison.

Heverly, Mary Ann and Jerome S. Parker. "Hoshin Planning Applies Total Quality Management to the Planning Process" under **CAMPUS DOCUMENTS** for Delaware County Community College in Pennsylvania.

Peachy, Burt and Daniel Seymour. "Voice of the Customer: Using QFD as a Strategic Planning Tool" under **CAMPUS DOCUMENTS** for El Camino College in California.

Rieley, James B. *Applying the Tools of Quality Function Deployment to Simplify the Implementation of a Program of Institutional Effectiveness* under **CAMPUS DOCUMENTS** for Milwaukee Area Technical College in Wisconsin.

## CQI Tools – General

### General

Box, George E.P., Hunter, William G. and Hunter, J. Stuart. *Statistics for Experimenters: An Introduction to Design, Data Analysis, and Model Building*. New York, NY: John Wiley & Sons, 1978.

This statistics approach is for those who collect data in the physical, engineering, biological, and social sciences. Emphasis is on the design of experiments according to the scientific method. It points out the need for proper choice and conduct of experiments.

Brassard, Michael. *The Memory Jogger Plus+: Featuring the Seven Management and Planning Tools*. Methuen, MA: GOAL/QPC, 1989.

A manual describing and explaining how to use the "New 7" quality improvement tools--the tools that help improve management and planning. These tools help display the dimensions of an issue, usually non-quantitative, and make the issue more tractable.

King, Bob. *HOSHIN Planning: The Developmental Approach*. Methuen, MA: GOAL/QPC, 1989.

Describes the role of Hoshin planning in TQ and, some obstacles to planning a hoshin system. Gives examples of the seven management and planning tools used in Hoshin planning. Outlines a three-phase Hoshin plan.

*The Memory Jogger: A Pocket Guide of Tools for Continuous Improvement*. Methuen, MA: GOAL/QPC, 1988.

A manual describing and explaining how to use a wide array of traditional tools for quality improvement--the tools that help analyze processes and generate data to define problems and solutions. The tools include flow-charting, cause-and-effect diagrams, run charts, and control charts.

Nadler, Gerald and Hibino, Shozo. *Breakthrough Thinking*. Rocklin, CA: Prima Publishing, 1990.

Provides a seven-step approach, with examples, for enhancing thought processes when dealing with problems and the need for solutions.

*Quality Improvement Tools*. Wilton, CT: Juran Institute.

A complete system for in-house training on the use of fundamental problem-solving tools, including stratification, flow diagrams, pareto analysis, brainstorming, histograms, cause-effect diagrams, scatter diagrams, data collection, box plots, and graphs and charts. A complete workbook describes the basics and usage of each of the eleven tools. Also included is an instructor's kit containing an in-depth guide to teaching the tools and administering the exercises as well as visual aid masters and masters for multi-tool simulation exercises.

*Total Quality Management*. Saranac Lake, NY: American Management Association.

This self-study course teaches the learner how to implement quality improvement initiatives, calculate and analyze the economic impacts of quality, recognize the importance of quality in strategic planning, and achieve customer focused TQM.

*Total Quality Transformation Improvement Tools*. Miamisburg, OH: Productivity-Quality Systems, Inc., 1991.

A comprehensive introduction to a variety of the tools used by groups in analyzing problems and generating and selecting solutions in continuous improvement processes.

*Waste Chasers: A Pocket Companion to Quality and Productivity*. Nashua, NH: Conway Quality, Inc., 1993.

Gives the reader key points to remember and questions to ask as he or she searches for waste and works to eliminate it. Covers process improvement, variation, simple charts, imagineering, work analysis, work improvement, and surveys.

Wilson, P.F. *Root Cause Analysis: A Tool for Total Quality Management*. Milwaukee, WI: ASQC Quality Press.

### Quality Function Deployment (QFD)

Akao, Yoji (Ed.). *Quality Function Deployment: Integrating Customer Requirements into Product Design*. Milwaukee, WI: ASQC Quality Press, 1990.

Akao is said to be the creator of QFD. This book explains the concepts and methods of this systems engineering approach. Filled with case studies, detailed charts, and over one hundred diagrams. Has a chapter on QFD for service industries.

American Management Association. *Quality Function Deployment: Adding Value to Products and Processes*.

Self-study course which introduces the learner to QFD and how to organize a QFD team which will design a plan to meet customer requirements.

Bossert, James L. *Quality Function Deployment: A Practitioner's Approach*. Milwaukee, WI: ASQC Quality Press, 1991.

Contents include: definition of QFD, how to get started, how to obtain customer information, tools to complete the task, and case studies. Bossert is a quality consultant with the Eastman Kodak Company.

*Quality Function Deployment: A Process for Translating Customers' Needs Into a Better Product and Profit*. Methuen, MA: GOAL/QPC, 1989.

Research report written by members of twenty U.S. companies. Discusses how QFD is achieved through cross-functional teams that collect, interpret, document, and prioritize customer requirements. Proposes that U.S. businesses need to apply QFD to maintain or regain recognition for quality products and services.

### Statistical Process Control

Burr, John T. *SPC Tools for Everyone*. Milwaukee, WI: ASQC Quality Press, 1993.

This nonstatistical workbook for nontechnically-oriented individuals provides the reader with easily understandable definitions of terms and user-friendly understanding of basic statistical concepts. Each of the fourteen tools (e.g., process flow diagram, pareto chart, check sheet) explained by the author can be viewed as a picture of information.

Fellers, Gary. *The Deming Vision: SPC/TQM for Administrators*. Milwaukee, WI: ASQC Quality Press, 1992.

Offers insights into the Deming philosophy. Shows top executives how to take the "Follow me, I have a road map" approach. Uses many actual numerical and administrative examples. Emphasizes productivity, costs, job satisfaction, and administrative efficiency.

Grant, Eugene L. and Leavenworth, Richard S. *Statistical Quality Control*. New York, NY: McGraw-Hill Book Co., 1988.

This practical working manual demonstrates simple but powerful techniques proven in many industries to improve product quality and reduce costs. Production and inspection supervisors, engineers, and managers will find this book useful in understanding the limitations and uses of the most common working statistical tools in quality control.

*Pyzdek's Guide to SPC*. Milwaukee, WI: ASQC Quality Press, 1989.

Provides an introduction to SPC as well as information about effectively managing and implementing SPC. Topics include: organizing and implementing SPC; group dynamics; data collection; problem-solving techniques; Pareto analysis; histograms; scatter plots; run charts; x bar, R, and sigma charts; and p, hp, c, and u charts.

Wheeler, Donald J. and Chambers, David S. *Understanding Statistical Process Control*. Knoxville, TN: Statistical Process Controls, 1986.

Book on the practical aspects of control charts. The book was written for engineers with little or no statistical training.

### Contact Information for Tools Section

**American Management Association**, Extension Institute, P.O. Box 1026, Saranac Lake, NY 12983-9957. 800-262-9699 (voice); 518-891-0368 (fax).

**ASQC**, 611 E. Wisconsin Avenue, P.O. Box 3005, Milwaukee, WI 53201-3005. 800-248-1946 or 414-272-8575 (voice); 414-272-1734 (fax).

**Conway Quality, Inc.**, 15 Trafalgar Square, Nashua, NH 03063-1989. 603-889-1130 (voice); 603-889-0033 (fax).

**GOAL/QPC**, 13 Branch Street, Methuen, MA 01844-1953. 800-643-4316 or 508-685-6370 (voice); 508-685-6151 (fax).

**Juran Institute**, P.O. Box 811, 11 River Road, Wilton, CT 06897-0811. 800-338-7726 or 203-834-1700 (voice); 203-834-9891 (fax).

**Prescott Publishing**, 106 South Main Street, Maryville, MO 64468. 800-528-5197 or 816-582-4568 (voice); 816-582-4532 (fax).

**Productivity-Quality Systems, Inc.**, P.O.Box 10, Dayton, OH 45475. 513-885-2255 (voice); 513-885-2252 (fax).

**Statistical Process Controls (SPC)**, 5908 Toole Drive, Suite C, Knoxville, TN 37919. 615-584-5005 (voice).

**John Wiley & Sons**, John Wiley & Sons, Inc., 605 Third Avenue, New York, NY 10158-0228. 800-825-7550 (voice); 212-850-6135 (fax).

# VIDEOS

Although videos tend to run on the expensive side, numerous campuses have still found them very useful for starting discussions, generating awareness, and developing training programs. The following is a list of companies that distribute and/or produce videos. All entries have contact information for the companies by which you can request a complete inventory of their products. ASQC, Belmont University, The LeCroy Center, Rio Salado Community College, and the University of Southern California all feature videos specifically targeted to higher education audiences.

***American Management Association (AMA)***, 9 Galen Street, Watertown, MA 02172. 800-225-3215 (voice); 617-923-1875 (fax).

Wide selection of business and management training videos on such topics as change, communication, creativity, empowerment, leadership, and meetings.

***American Media Incorporated (AMI)***, 4900 University Avenue, West Des Moines, IA 50266-6769. 800-262-2557 (voice); 515-224-0256 (fax).

Producer and distributor of how-to training products. Also specializes in custom video services designed to fit the needs of a specific organization.

***American Society for Quality Control (ASQC)***, 310 W. Wisconsin Avenue, Milwaukee, WI 53203. 800-248-1946 or 414-272-8575 (voice); 414-272-1734 (fax).

Collection includes:

"Continuous Quality Improvement: A New Look for Education," 1992; 23 minutes ($49.95). This videotape details how four school districts and one vocational-technical school have implemented total quality management. School officials discuss the different approaches and successes they experienced on their road to quality improvement in education.

"The Deming of America," 1991, 57 minutes, ($895). This videotape gives an overview of Deming's ideas and makes them understandable. It focuses not only on Deming himself but on his ideas and on executives' comments about why and how they used these quality ideas.

***The Association of Quality and Participation (AQP)***, 801-B West 8th Street, Cincinnati, OH 45203-1601. 800-733-3310 or 513-381-1959 (voice); 513-381-0070 (fax).

Provider of a dozen or so videos on teams and organizational change as well as conference videotapes from recent AQP conferences, including such speakers as Peter Block on "Collaborative Planning for More Effective Schools" and Peter Senge on the "Learning Organization." The professional videos range from $200 to $600 per video; the conference videotapes are $45 to $50 each.

***Aurora Pictures***, 2525 East Franklin Avenue, Minneapolis, MN 55406. 800-346-9487 or 612-338-2825 (voice); 612-338-2617 (fax).

"Implications Wheel," 85-minute facilitator/trainer video and 60-minute workshop video ($1046.50 with academic discount). The Implications Wheel is a decision-enhancing group process used by Joel Barker. The video is shown in segments during an eight-hour workshop in which a group of three to thirty people identify and evaluate the possible implications of innovations, trends, policies, goals, or events that could affect the organization's future. Includes facilitator guidebook with overheads, TQM guidebook, 24 wall charts to record implications, and participant handout materials.

***Belmont University***, Vice President for Quality and Professional Development, 1900 Belmont Boulevard, Nashville, TN 37212. 615-386-4460 (voice); 615-386-4555 (fax).

"A Conversation with Faculty," 1994, 1 hour ($20). A conversation between the Quality Breakfast Club, a group of Belmont University faculty and administrators, and Ted Marchese, vice president of AAHE and editor of *Change* magazine, in which the Club members pose questions to Marchese regarding continuous improvement as it relates to classroom learning.

*Career Track Publishing*, 3085 Center Green Drive, P.O. Box 18778, Boulder, CO 80308-1778. 800-334-1018 (voice); 800-622-6211 (fax).

Collection includes:

"Implementing Total Quality Management," 3 hours, 47 minutes ($299.95). This four volume set includes: six steps to get TQM up and running; three factors that determine the success of your TQM efforts; the Red Bead Game exercise; quality-in-fact vs quality-in-perception; tools that help to tap the customers' feelings about the organization; using the Plan/Do/Study/Act approach to problem-solving; tools to measure success; the roles of the steering committee, process improvement, and quality improvement teams; and the role of leadership.

*Chart House International Learning Corporation*, 221 River Ridge Circle, Burnsville, MN 55337. 800-328-3789 (voice).

"The Business of Paradigms," 38 minutes ($671.25). Joel Barker explores how hidden barriers to new ideas limit our ability to successfully anticipate the future. He illustrates how to understand and overcome those barriers and continue to develop new strategies. The first in the "Discovering the Future" series.

"The Power of Vision," 30 minutes ($671.25). The second in the "Discovering the Future" series. Joel Barker explains why a positive vision with power and depth is essential for organizations and individuals who wish to successfully shape their own futureS.

"Paradigm Pioneers," 30 minutes ($671.25). Hosted by Joel Barker, this video demonstrates the importance of pioneers – people who are open to change and new ideas – to organizations which are developing new products, encouraging innovation and creativity, and planning for the future. Includes examples of Kaizen (continuous improvement).

*CRM Films*, 2215 Faraday Avenue, Carlsbad, CA 92008-7295. 800-421-0833 or 619- 431-9800 (voice); 619-931-5792 (fax).

New releases include videos on teamwork, innovation, leadership, and change management.

"The Abilene Paradox," 28 minutes ($604, with 20% academic discount). This film is narrated by Dr. Jerry Harvey and deals with the management of agreement in organizations. The central idea behind the film is that mismanaged agreement is as dangerous to organizational effectiveness as excessive conflict because it can lead the organization toward inappropriate goals.

"Creating a Capacity for Change: Phillip Schlechty on the Future of Education." As former public school teacher, university professor, and associate dean, Schlechty states that "educators must start thinking about schools in new ways, and frame the problems differently. They must change the system of rules, roles and relationships in schools and with the community" through systematic change.

"Groupthink" (Revised Edition), 22 minutes ($604, with 20% academic discount). Features Dr. Irving Janis and Dr. James K. Esser. Presents case histories of how groupthink prevents the success of group objectives. It also describes the eight groupthink symptoms and how to avoid them.

"Mining Group Gold," 27 minutes ($604, with 20% academic discount). Thomas A. Kayser, manager of organization effectiveness for Xerox Corporation, developed the "Mining Group Gold" concept which teaches teams how to apply TQM to the process of group interaction and mine the best mental resources of every team member.

"Remember Me," 10 minutes ($476, with academic discount). Humorous approach to illustrate the viewpoint of the customer.

*Enterprise Media, Inc.* 91 Harvey Street, Cambridge, MA 02140. 800-423-6021 or 617-354-0017 (voice); 617-354-1637 (fax).

Produces and distributes management training videos.

"Windows of Change," 25 minutes ($695 to purchase; $225 for five-day rental; and $40 for preview). Using humor, metaphors and anthropological examples, cultural anthropologist and author Dr. Jennifer James offers a definition of change, explores natural responses to change – fear, resistance, denial – and offers an understanding of change and tools to accept and manage it.

***Etc., Excellence in Training Corporation***, 11358 Aurora Avenue, Des Moines, IA 50322-7979. 800-747-6569 or 515-276-6569 (voice); 515-276-9476 (fax).
Distributor of TQM/CQI videos such as "The Deming Library" and "Memory Jogger Plus+ Series."

***Executive Learning, Inc.***, 7101 Executive Center Drive, Suite 160, Brentwood, TN 37027. 615-373-8483 or 800-929-7890 (voice); 615-373-8635 (fax).

Offers video training materials which emphasize the Deming philosophy in facilitating organizational transformation.

"Tools for Continuous Improvement," 10 to 20 minutes each, ($2750 for all nine videos; $2400 for Series I and II; or $395 each). Teach various consensus and decision making tools and data tools. Series I includes flowcharting, cause-and-effect diagrams, team meeting skills, idea generating tools, consensus decision making tools. Series II includes data collection methods, planning for data collection, and Pareto Analysis. "Variation: The Foundation for Run Charts and Control Charts" is sold separately, not as part of a series. All videos include support materials such as trainer's notes, reference cards, and wall charts.

"The Quality Man with Philip Crosby," 1985, 25 minutes ($595). Philip Crosby, one of the quality "gurus" from business and industry, explains the philosophy a management team needs to implement a successful quality improvement program in their organization. Includes leader's guide and Crosby's book, *Quality Without Tears*.

"The Deming Library," 20 to 30 minutes each ($395 to purchase single tape, with academic discount ; $150 for seven-day rental of single tape, with academic discount. Discounts are available for buying the entire series or a portion thereof). An ongoing video training seminar of over thirty tapes in which Deming is joined by business experts and top executives to illustrate quality improvement methods.

"Fundamentals of Fourth Generation Management," 1993, 30 to 50 minutes each ($395 each, with academic discount). Dr. Brian Joiner's eight-module training program offers common sense explanations of quality concepts, teaches the methods for generating continuous quality improvement, and introduces the quality tools to stay on course. Each module can stand alone, if desired. Includes instructor guide, one set of leader and participant workbooks, quick reference guides, and pocket cards.

***Films, Incorporated***, 5547 Ravenswood Avenue, Chicago, IL 60640-9979. 800-323-4222 x44 (voice); 312-878-0416 (fax).

Distributor of videos and training programs covering improvement topics such as team development, communication, and quality management.

"Better Management for a Changing World," 1995, 20 to 25 minutes each ($270 each with academic discount). Dr. Russell Ackoff (former systems sciences professor at the Wharton School of Business) shares his philosophy for coping in our rapidly changing workplaces. Part One: The New World View; Part Two: The Big Picture; Part Three: The New Leadership; Part Four: Doing the Right Thing Right.

"Stephen R. Covey: Series on Leadership," 1995. Videos in the series include: Principle-Centered Leadership ($439), Beyond Principle-Centered Leadership...Empowerment ($439), First Things First: Personal Total Quality Management ($199), and The Seven Habits: Becoming a Transition Person ($179).

*GOAL/QPC*, 13 Branch Street, Metheun, MA 01844. 800-643-4316 or 508-685-3900 (voice); 508-685-6151 (fax).

Non-profit organization whose client list includes educators. Videos focus on increasing organizational effectiveness and competitiveness through the use of TQM and other transformational strategies.

"The Memory Jogger Plus+," 1992, 214 minutes ($2,995). This "how-to" series with Michael Brassard is designed to educate your employees in the use of the Seven Management and Planning Tools. It includes one introductory tape and seven individual tapes on each of the tools.

"Total Quality Management: Ten Elements for Implementation," 1990, 11-tape series between 9 and 23 minutes each ($2,495). Lays out a plan for beginning and expanding TQM and for helping any organization, in any industry – including education – to build and stay on the path of continuous improvement. The videotapes include: TQM Decision, Critical Processes, Five-Year Plan, Hoshin

Planning, New Teams, Customer Focus, Initial Teams, Managing Momentum, Daily Management, and Evaluate Progress. The series includes five manuals: the Viewer's Guide, the Implementation Guide, the Participant Guide, the Facilitator Guide, and the Resource Guide.

***Harvard Business School Management Productions***, 60 Harvard Way, Mail Stop 230-5, Boston, MA 02163. 800-545-7685 or 617-495-6985 (voice).
Make available best practice videos.

"Innovative Project Teams," 40 minutes ($97.50; discounts are available for ordering more than one video).

"Teams and Organizational Change," 40 minutes ($97.50; discounts are available for ordering more than one video).

***Juran Institute***, 11 River Road, P.O. Box 811, Wilton, CT 06897-0811. 800-829-1531 or 203-834-1700 (voice); 203-834-9891 (fax).

"Juran on Quality Improvement," 30 to 40 minutes each ($7,205, no academic discount available). Sixteen-tape instructional program designed for quality improvement teams for improving products, services, and interdepartmental activities. Offers a common problem solving language and methodology.

***LeCroy Center***, 9596 Walnut, Dallas, TX 75243-2112. 214-952-0330 (voice); 214-952-0329 (fax).

"Institutional Effectiveness for the Classroom," 1995, 2 hours ($275). A video of a satellite service program designed as a professional development program for faculty and administration.

***MIT Center for Advanced Engineering Study***, 77 Massachusetts Avenue, Room 9-234, Cambridge, MA 02139. 617-253-7444 (voice); 617-253-8301 (fax); caes-courses@mit.edu.
Produce video courses marketed to industry, government and higher education.

"The Deming Videotapes," 1991, 4-tape series between 25 and 61 minutes each ($975). Articulates Deming's message for management and workers in manufacturing and service organizations.

***Pegasus Communications, Inc.***
Ordering Information:P.O. Box 120, Kendall Square, Cambridge, MA 02142-0001. 617-576-1231 (voice); 617-576-3114 (fax).

"Building Learning Infrastructures," 90 minutes ($125).Peter Senge, best selling author of *The Fifth Discipline: The Art and Practice of the Learning Organization*, suggests that new ideas and methods will come and go unless they are accompanied by innovations in infrastructure that support an ongoing learning cycle.

"Designing Corporations for Success in the 21st Century," 50 minutes ($125). Jay Forrester, professor emeritus at MIT Sloan School of Management, discusses how corporations often develop their infrastructures through happenstance, committes, guess work, and intuition. Forrester concludes by showing how system dynamics simulation models can be used to understand how production, marketing, information systems, finance, product development, and governing policies all interact to control profitability and market share.

"From Mechanistic to Social Systemic Thinking," 73 minutes ($125). Russell L. Ackoff, pioneering systems thinker. Traces the origins of a shift from the mechanistic worldview of the Renaissance and Industrial Revolution to the emerging appreciation for the systemic nature of our work.

"Organizational Learning and Beyond," 93 minutes ($125). Russell Ackoff presents a different kind of organizational strucutre that is more closely aligned with the democratic ideals that govern the way we operate as a nation. He proposes a cirular design where hierarchy is not just top-down, but bottom-up as well.

"System Dynamics: The Foundation of the Learning Organization," 75 minutes ($125). John Sterman, professor of management science at the MIT Sloan School of Management, explores the tools and types of innovations we will need to use in complex dynamic systems to overcome multiple barriers to learning.

"System Dynamics and the Learning Organization," 50 minutes ($90). Peter Senge discusses how system dynamics can help us overcome our fundamental inabilities to perceive the long-term consequences of our actions by highlighting the underlying structures that govern critical processes and guide strategic policies.

*Quality, CC-M Productions*, 8510 Cedar Street, Silver Spring, MD 20910. 800-453-6280 (voice).

"Quality or Else," 1 hour per series segment ($995). Three-part series. Includes companion book, instructor's manual, and ten participant workbooks.

*Rio Salado Community College Quality Academy*, 640 North First Avenue, Phoenix, AZ 85003. 602-731-8645 (voice); 602-223-4329 (fax).

"Quality Commitment to Instruction," 25 minutes ($104.95, includes guide book). The quality concepts shown in this video enhance learning by inspiring students through hands-on, visually stimulating tools and processes. Shows real teachers with real students as they co-manage the learning process. Accompanied by a guidebook to help faculty develop and apply quality concepts to their classrooms.

*Salenger Films and Videos, Inc.*, 1635 12th Street, Santa Monica, CA 90404. 800-775-5025 (voice); 310-450-1010 (fax).

Exclusively a video training firm which specializes in internal and external customer service, TQM, and communication skills.

"The Hidden Customer," 1989, 20 minutes ($595). Introduces the concept of internal customer service and shows the basic skills it includes. It divides internal customer service into two parts, content and people, illustrating the skills required in each.

*United Training Media*, 6633 West Howard Street, P.O. Box 48718, Niles, IL 60714-0718. 800-424-0364 (voice); 708-647-0918 (fax).

Provides the training market with a variety of video-based programs selected from over one hundred producers and publishers in the industry.

*University of Southern California*, Institute of Safety and Systems Management, Attn: Quality and Higher Education Video, Los Angeles, CA 90089-0021. 213-740-2411 (voice); 213-740-5943 (fax).

"Perspectives from the Second Annual Symposium on the Role of Academia in National Competitiveness and Total Quality Management," one hour ($30 for U.S. delivery). Includes critical points made by twenty-one speakers at the conference and accurately encapsulates the differing perspectives of the many representatives of industry, government and higher education who attended. Supplies are limited.

*Video Arts, Inc.*, 8614 West Catalpa Avenue, Chicago, IL 60656. 800-553-0091 or 312-693-9966 (voice); 312-693-7030 (fax).

Provider of business training videos for industry, commerce, and the public sector. Uses humor and insight to reinforce training messages.

"The Customer is Always Dwight," 21 minutes ($696, with 20% academic discount; $250 for 5-day rental; $50 for preview). Offers two business scenarios in which the companies fix the product after it goes wrong. Dwight illustrates how process management aims for 100 percent quality the first time. Also shows how improved morale is a byproduct of good quality management.

"Meetings, Bloody Meetings" (updated version), 30 minutes ($696, with 20% academic discount; $250 for 5-day rental; $50 for preview). Features John Cleese as a thoroughly inefficient chairperson who dreams he is hauled into court for his incompetence in leading meetings. Instructs how to shorten meetings and make them more productive. Includes leader's guide and briefcase booklet.

*Video Publishing House, Inc*, 4 Woodfield Lake, 930 North National Parkway, Suite 505, Schaumburg, IL 60173. 800-824-8889 or 708-517-8744 (voice); 708-517-8752 (fax).

Exclusively a professional training video firm. Addresses topics such as leadership, teambuilding, change management, quality, and negotiation and communication skills.

"Beyond Close to the Customer," 111 minutes ($556, with 20% academic discount). In this three-part program, Tom Peters addresses the needs of organizations striving for superior customer service:

people, training, quality, customer expectations, measurement, responsiveness, and competing in time. Includes a leader's guide and a viewer's guide.

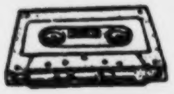
"Building High Performance Teams," 60 minutes ($796, with 20% academic discount; $250 for five-day rental; free preview). Dr. Blanchard uses a combination of a live seminar lecture and documentation of a management team in action to demonstrate how to build effective teams by guiding them through four unique stages.

"Flashpoint: When Values Collide," two 30-minute sections and one 15-minute action plan/applications-specific section ($680, with 20% academic discount; $265 for five-day rental; free preview). A diversity video hosted by Dr. Morris Massey that looks at how our home-grown prejudices set us up for conflict and how we can personally de-escalate the value war. Massey uses humor, outrage, directness, and honesty to explore the myths and taboos about sex, ethnicity, and age. Includes an instructor's guide and participant's materials.

# APPENDIX

# 9th AAHE Conference on Assessment in Higher Education

## AUDIO CASSETTE Order Form



*June 12-15, 1994 • Washington, D.C.*

### SUNDAY SESSION

☐ **94CAHE-3 Keynote Address:** Assessment as Involvement: What It Is Supposed to Be All About, *Peter Ewell*

### MONDAY SESSIONS

☐ **94CAHE-4** The Paradigm Shift Required

☐ **94CAHE-5** Lessons for Higher Education From the National Adult Literacy Survey

☐ **94CAHE-6** Learning From "The Other": Infusing Nontraditional Leadership Styles in Established Roles

☐ **94CAHE-7** (Featured Session) Using Information on Psychological Type to Improve the Educational Experiences of Students

☐ **94CAHE-10** A University-Wide Systemic Model for the Assessment of Student Learning

☐ **94CAHE-11** LEARN: Using Student Quality Teams to Improve Teaching and Learning

☐ **94CAHE-12** Commencement Standards for University Departments: The End Point of Education Reform

☐ **94CAHE-13** Assessment With Impact: A Process for Using Assessment Results for Institutional Improvement

☐ **94CAHE-14** Assessment At a Big Ten Institution: Plans, Problems, and Progress

☐ **94CAHE-15** Phase II: Further Development of and Support for a Faculty-Led Continuous Improvement Model for General Education

☐ **94CAHE-16** Assessment as a Self-Diagnostic Resource for Multicultural Diversity

☐ **94CAHE-17** Student Tracking: Footprints Can Yield Valuable Assessment Information

☐ **94CAHE-18** Using Course-Based Assessment to Validate Improvements in Teaching and Learning

☐ **94CAHE-19** Continuous Quality Improvement: Begin With the Facts

☐ ☐ **94CAHE-20A&B** Quality Management in Performing Arts Education *(2 tape set)*

☐ ☐ **94CAHE-23A&B** Oregon's Undergraduate Assessment Framework: Oregon's Proficiency-Based Admissions Standards and Assessment *(2 tape set)*

☐ **94CAHE-28** Effective Partnerships: Voices of Experience

☐ **94CAHE-30** Student Quality Training - The Logical Next Step

☐ **94CAHE-31** Connecting the Major and Liberal Learning: A Senior Integrated Assessment

☐ **94CAHE-32** A Program Effectiveness-Based System for Institutional Assessment Planning, Budgeting, and Resource Allocation

☐ **94CAHE-33** Assessment and Student Learning Style: Using the MBTI in the Classroom and in Campus-Wide Improvement

☐ **94CAHE-34** Connecting Education and Work Through Workplace Assessment

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☐ **94CAHE-38** The Power of the Seven Habits and Principle-Centered Leadership in Personal Transformation

☐ **94CAHE-39** A Course-Embedded Approach to Assessing Affective Outcomes

☐ **94CAHE-40** Assessing the Culture for Quality Improvement: Understanding Staff Perceptions of Their Work Environment

☐ **94CAHE-41** Assessing Diversity - Where Do We Begin?

☐ **94CAHE-42** Performance Indicators: Measuring College and University Performance for Accountability and Improvement

☐ **94CAHE-43** From K to 80 - The Cycles of Learning

☐ **94CAHE-44** Realizing the Promise of Classroom Research: What Will It Take?

☐ **94CAHE-45** Higher Education's Little Secrets

☐ **94CAHE-46** (Featured Session) Reinventing Academic Process

☐ **94CAHE-48** Use of Data: The Difference Between Assessment for Improvement and Assessment as an Administrative Exercise

☐ **94CAHE-49** The Missing Piece of the Higher Education Quality Puzzle: Improving Administrative Services

☐ **94CAHE-50** (Featured Session) An Assessment of Regional Accreditation

☐ **94CAHE-51** Assessment in Multiple-Campus Systems: Issues, Insights, Strategies, and Practice

☐ **94CAHE-52** Creating "Thought-Full" Colleges: Assesing Critical Thinking and Instituting CQI Policies That Support It

☐ **94CAHE-53** Graduate Programs and Assessment

☐ **94CAHE-55** Faculty-Led Assessment in the Arts

☐ **94CAHE-56** Integration of Authentic Assessment Into Human Services and Professional Education: A Case Study of a Regional Institution of Higher Education

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☐ **94CAHE-73** Using Information on Transfer Students in the Assessment Process

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☐ **94CAHE-75** Sustaining Campus Reform

☐ **94CAHE-76** Making Assessment Meaningful to Students

☐ **94CAHE-77** Program-Level Assessment of Composition-Related Critical Thinking

### TUESDAY SESSIONS

☐ **94CAHE-80** Quality Principles and Empowered Learning: Current Practices and Future Directions

☐ **94CAHE-81** Beyond the Head: Assesing the Full Range of College Outcomes

☐ **94CAHE-82** (Featured Session) Empowering Learners, Empowering Educators - Lessons From Students' Ways of Knowing

☐ **94CAHE-85** Making the Classroom a Research Laboratory for Scientific Institutional Assessment and Continuous Quality Improvement

☐ **94CAHE-86** Guerrilla TQM, or How to Infiltrate TQM Into Your Institution

☐ **94CAHE-87** Babson College Student Quality Specialist Program: Involving Customers in the Problem-Solving Process

(listing continued on back page)

☐ **94CAHE-88** Time Will Tell: A Student-Centered Study of Student Life

☐ **94CAHE-89** Collaboration in an Effort to Understand Attrition, Retention, and Transition

☐ **94CAHE-90** Assessment in the Major: Success Through Faculty and Administration Collaboration

☐ **94CAHE-91** The Role of Assessment in Assisting Intermediate Students to Move From Beginning to Advanced Academic Work

☐ **94CAHE-92** Assesing Teaching/Learning Strategies: The Active Learning Example

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☐ ☐ **94CAHE-97A&B** A Case of Administrative Reinvention in a Private University *(2 tape set)*

☐ **94CAHE-100** (Featured Session) Medicine Wheels and Organizing Wheels - A Tribal Perspective on Learning

☐ **94CAHE-102** (Featured Session) Studying a College - Using Ethnographic Approaches in Assessment

☐ **94CAHE-104** From the School to the Workplace: Educational Transitions for the 21st Century

☐ **94CAHE-105** A Course-Based Model of Transfer Success: A New Paradigm for Evaluating Community College Effectiveness

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☐ **94CAHE-120** (Featured Session) Baldrige Self-Assessment: A Framework for Monitoring Continuous Quality Improvement

☐ **94CAHE-122** Inter-University Model for Linking Strategic Planning, Institutional Effectiveness, and Budgeting Using a Continuous Quality Improvement Process

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☐ **94CAHE-126** The International Quality Movement: Lessons From Selected Countries

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☐ **94CAHE-139** Creating Strategic Evaluation Models: Technology, Higher Education, and the Flashlight Project

☐ **94CAHE-140** Techniques for Communicating and Building Faculty Trust for Assessment at a Large University

☐ **94CAHE-141** We Don't Have the Right Answers. Why Should They?

☐ **94CAHE-142** The Bloomfield College Student Advancement Initiative

☐ **94CAHE-143** Making Effective Use of Assessment Data

☐ **94CAHE-144** Active Learning and Classroom Assessment Strategies for an Outcome-Based Curriculum

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☐ **94CAHE-148** Utilization of CIRP Data for Decision Making

☐ **94CAHE-150** (Featured Session) Cross-Cultural Perspectives on Quality and Learning: A Conversation

☐ **94CAHE-152** **Plenary Session:** Celebration of Academic Citizenship, *K. Patricia Cross*

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☐ **95CAHE-4 OPENING KEYNOTE: Wither Accreditation?** *Robert Atwell*

### MONDAY SESSIONS

☐ **95CAHE-5 SECOND PLENARY SESSION: The Challenges of Change and the Need for Systems Thinking,** *Russell L. Ackoff*

☐ **95CAHE-8** Accreditation and Assessment

☐ **95CAHE-9** Creating a Culture of Quality Within a Professional School

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☐ **95CAHE-153** Quality as Stealth: Introducing Tools to Faculty in the Development of Program Assessment and Strategic Budget Reductions

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☐ **95CAHE-155** Introducing Student Profiling

## WEDNESDAY SESSIONS

☐ ☐ **95CAHE-162A&B** Learning From a Decade of Experience in Assessment: A Roundtable With Former AAHE Assessment Forum Directors *(2 Tape Set)*

☐ **95CAHE-164** **CLOSING PLENARY SESSION:** Learning Leadership in Permanent Whitewater, *Peter B. Vaill*

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American Association for Higher Education

# AAHE's Quality Initiatives

## What are the Academic Quality Consortium and the AAHE CQI Project?

The Academic Quality Consortium (AQC) is a collaboration of AAHE and the William C. Norris Institute created to provide campuses committed to implementing continuous quality improvement (CQI) the opportunity to learn and work collaboratively by exchanging information, building on one another's experiences, and expanding on the assessment practices already being utilized.

In January 1993, the AQC initiated the AAHE Continuous Quality Improvement (CQI) Project as a way to share with the wider higher education community the Consortium's experience and knowledge of quality practices. The CQI Project has since grown in size and scope.

## What are the primary goals and initiatives of these two efforts?

**Joint goals.** The Consortium and AAHE's CQI Project jointly seek (1) to explore the intelligent application of CQI principles to higher education; and (2) to provide for the effective exchange of ideas and findings regarding continuous quality improvement among all higher education practitioners.

**CQI Project.** AAHE's CQI Project serves primarily as a networking hub and resources clearinghouse, seeking to advance knowledge about CQI by keeping close tabs on campus activities nationally and by creating outlets for the exchange of ideas, practices, and innovations. (For more on the resources the CQI Project offers, see below.)

**AQC.** The Consortium has two additional goals: to provide leadership in the transformation of higher education, with a focus on continuous improvement in its ability to make an essential contribution to society; and to explore the value and means for Baldrige-like organizational assessment that would establish new norms for quality recognition in American higher education. (For resources the Consortium offers, see below.)

Strategically, the Consortium started with a small group of institutions that already had gained experience in pursuing CQI to provide a learning laboratory for sharing among the most advanced practitioners. Participating colleges and universities are committed to institution-wide implementation of the principles of continuous improvement to maximize learning. Current member institutions of the Consortium are the following:

Alverno College
Belmont University
Clemson University
Dallas County Comm. Coll.
Delaware County Comm. Coll.
Florida International University
Fordham Grad. Business School
Fox Valley Technical College
Georgia Institute of Technology
Maricopa Community Colleges
Marietta College
Miami University of Ohio
Northwest Missouri State Univ.
Pennsylvania State University
St. John Fisher College
Samford University
University of Michigan
Univ. of Minnesota-Twin Cities
Univ. of Minnesota-Duluth
Univ. of Wisconsin-Madison
Winona State University

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## What resources are available through AAHE's CQI Project?

**Publications.** AAHE offers an inventory of books on issues of CQI on campus, including *CQI 101: A First Reader for Higher Education*; *TQM: Will It Work On Campus?*; *25 Snapshots of a Movement*; and *Roadmap to Resources* (in press). For ordering information, contact the AAHE Pubs Order Desk (x11).

**Internet.** The CQI Project has developed a national moderated Listserv discussion group on CQI in higher education that is open to all. One question is posed to subscribers every two to three weeks; synthesized responses are posted the following week. To subscribe, send the following message: "SUBSCRIBE CQI-L FIRSTNAME LASTNAME" to the Internet address LISTSERV@MR.NET.

**Information clearinghouse.** The CQI Project database and in-house library include practitioner names, articles, reports, conferences, consultants, training, and more. Contact the CQI Project for assistance with your campus efforts.

**Campus Quality Coordinators Network.** This network builds upon the experience, expertise, and resources of campus-based CQI coordinators nationally. It is focused solely on those who work one-quarter, one-half, or full-time in a CQI capacity. Contact the CQI Project to become a member.

## What resources are available through the Academic Quality Consortium?

**AAHE Assessment & Quality Conference.** Each June, the Consortium cosponsors (with AAHE's Assessment Forum) a conference on quality and assessment in higher education. The next conference will be held June 11-14, 1995, in Boston, Massachusetts. For more information about the conference, contact the AAHE Assessment Forum or the AAHE CQI Project, at AAHE.

**Audiotapes.** Audiotapes of 1994 and 1993 conference sessions are still available for purchase from AAHE.

## How can I get more information about AAHE's quality initiatives?

For more information about the CQI Project, contact Steve Brigham (x40), *director*, AAHE CQI Project, Internet: sbrigham@cni.org

For more information about the Academic Quality Consortium, contact Monica Manning, *executive director*, Academic Quality Consortium (based in St. Paul, MN), phone: 612/222-5838, fax: 612/222-2915, Internet: mmanning@staff.tc.umn.edu

## What is AAHE?

The American Association for Higher Education (AAHE) is a national organization of more than 8,500 individuals dedicated to improving the quality of higher education. AAHE members share two convictions: that higher education should play a more central role in national life, and that each of our institutions can be more effective. AAHE helps to translate those convictions into action, through its programmatic activities, publications, and conferences. Member support enables AAHE to initiate special projects on a range of issues to create effective change at the campus, state, and national levels.

Benefits of AAHE membership include subscriptions to *Change* magazine and the *AAHE Bulletin*; discounts on registration at AAHE's conferences; discounts on AAHE's publications; and more. ■

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